DOCUMENT RESUME

ED 022 053 24 VT 006 410

By- Kaiser, Charles H.

AN EMPIRICAL ANALYSIS OF ROLE CONFLICT AND MULTIPLE ALLEGIANCE AMONG SELECTED VOCATIONAL TEACHERS IN OKLAHOMA. FINAL REPORT.

Oklahoma State Univ., Stillwater.

Spons Agency- Office of Education (DHEW), Washington, D.C.

Bureau No- BR-7-G-058

Pub Date 15 Jul 68

Grant- OEG-1-7-070058-4570

Note- 165p.

EDRS Price MF-$0.75 HC-$6.68

Descriptors- *ADMINISTRATIVE PERSONNEL, BUREAUCRACY, HIGH SCHOOLS, INTERACTION, QUESTIONNAIRES, ROLE CONFLICT, *ROLE PERCEPTION, *STATE SUPERVISORS, *TEACHER BEHAVIOR, TEACHER ROLE, TEACHER SUPERVISION, TRADE AND INDUSTRIAL TEACHERS, VOCATIONAL AGRICULTURE TEACHERS, VOCATIONAL EDUCATION, *VOCATIONAL EDUCATION TEACHERS

Identifiers- Oklahoma

Role theory concepts were employed to define substantive areas of interactions between vocational teachers, state supervisory personnel, and local school administrators, define potential and actual role conflicts for vocational teachers arising from these interactions, and assess the impact of perceived conflict upon vocational teacher job satisfaction. Interviews of 20 vocational agriculture teachers, 20 trade and industrial teachers, 40 school administrators, and 10 state supervisors were conducted from a stratified random sample of 30 high schools. Findings indicated--(1) School administrators and state supervisors differed in their evaluation of vocational agriculture teacher behavior more than their evaluation of trade and industrial teacher behavior, (2) Vocational agriculture teachers and their administrators differed more in perception of role behavior than trade and industrial teachers and their administrators, (3) State supervisors and trade and industrial teachers differed in evaluating teacher role more than state supervisors and vocational agriculture teachers, and (4) State supervisory personnel in general held rigorous expectations for vocational teacher behavior. The greatest potential area of role conflict was in differing expectations of teaching behavior by state supervisors and school administrators. (DM)

c.1

FINAL REPORT
Project No. 7-G-058
Grant No. OEG-1-7-070058-4570
PA 24

AN EMPIRICAL ANALYSIS OF ROLE CONFLICT AND MULTIPLE ALLEGIANCE AMONG SELECTED VOCATIONAL TEACHERS IN OKLAHOMA

July, 1968

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

VT006410
ED022053

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

BR-7-G-058
PA-24

Final Report

Project No. 7-G-058
Grant No. OEG-1-7-070058-4570

AN EMPIRICAL ANALYSIS OF ROLE CONFLICT AND MULTIPLE ALLEGIANCE AMONG SELECTED VOCATIONAL TEACHERS IN OKLAHOMA

Charles H. Kaiser,
Director

John C. Egermeier
Sponsor

Oklahoma State University,
Stillwater, Oklahoma

July 15, 1968

The research reported herein was performed pursuant to Grant No. OEG-1-7-070058-4570 with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

TABLE OF CONTENTS

Chapter Page

I. INTRODUCTION 1

Statement of the Problem 1
Review of Literature Concerning Role Theory 2
Role Conflict and Conflict Resolution 6
Review of Role Research on the Teacher 7
Definition and Constructs 16
The Nature of Bureaucracy 22
Hypotheses 27

II. METHODOLOGY 29

Instrumentation and Pilot Study 29
Selection of Sample Schools 35
Collection of Data 39
Statistical Analysis 40

III. RESULTS 42

Responses of School Administrators and Vocational Agriculture State Board Personnel 42
Responses of Vocational Agriculture Teachers and School Administrators 46
Responses of Vocational Agriculture Teachers and Department for Vocational Education Personnel 49
Vocational Agriculture Teachers' Perception of Activity Cognitions and Normative Expectations Held by School Administrators 52
Vocational Agriculture Teachers' Perception of Activity Cognitions and Normative Expectations Held by State Board Personnel 54
Comparison of Vocational Agriculture Teachers' Second-Order Cognitions for State Board Personnel and for Local School Administrators . . 57
Vocational Agriculture Teachers' Satisfaction Scores in Relation to Attributed Cognitions . . . 59
Responses of School Administrators and Trade and Industrial State Board Personnel 61

Chapter Page

Responses of Trade and Industrial Teachers and School Administrators 64
Responses of Trade and Industrial Teachers and Department for Vocational Education Personnel 66
Trade and Industrial Teachers' Perception of the Activity Cognitions and Normative Expectations Held by School Administrators . . . 69
Trade and Industrial Teachers' Perception of the Activity Cognitions and Normative Expectations Held by State Board Personnel . . . 72
Comparison of Trade and Industrial Teachers' Second-Order Cognitions for State Board Personnel and for Local School Administrators . . 75
Trade and Industrial Teachers' Satisfaction Scores in Relation to Attributed Cognitions . . . 77
Attributes of Respondents 79

IV. DISCUSSION 88

First-Order Activity Cognitions and Normative Expectations of Two Legitimate Counter-Roles . . 89
Second-Order Cognitions and Normative Expectations of Vocational Teachers 91
Job Satisfaction 97
Legitimacy Ascription by Vocational Teachers . . . 97
Potential and Actual Role Conflict for Vocational Teachers 100

V. SUMMARY OF CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS 103

Conclusions Regarding Activity Cognitions and Normative Expectations for Vocational Teacher Behavior 103
Role Conflict Ascribed to Counter-Roles by Vocational Teachers 105
Conclusions Regarding Methodology 106
Implications Concerning Bureaucratic Organizations 108
Recommendations Concerning State Board Personnel 112
Recommendations Concerning School Administrators 114
Recommendations Concerning Vocational Teachers . . 116

REFERENCES 119

Chapter Page

APPENDIX A - EXAMPLES OF INSTRUMENTS 128

APPENDIX B - DESCRIPTION OF ECONOMIC REGIONS OF THE STATE . . . 149

APPENDIX C - IBM CARD FORMAT 152

APPENDIX D - FORTRAN PROGRAM FOR T-TEST 155

LIST OF TABLES

Table Page

1. The Sutker, Et. Al. Sample of High Schools, by Economic Area and Students per School 36

2. Characteristics of Revised Population of High Schools, by Economic Area and Students per School . . . 37

3. Characteristics of Sample of High Schools by Economic Area and Students per School 38

4. Responses in Sample, by Program Type and Position 39

5. First-Order Activity Cognitions and Normative Expectations of Local School Administrators and State Board Personnel for Vocational Agriculture Teachers 43

6. First-Order Activity Cognitions and Normative Expectations of Vocational Agriculture Teachers and Local Administrators 47

7. First-Order Activity Cognitions and Normative Expectations of Vocational Agriculture Teachers and State Board Personnel 50

8. Second-Order Activity Cognitions and Normative Expectations of Vocational Agriculture Teachers and First-Order Activity Cognitions and Normative Expectations of Local School Administrators 53

9. Second-Order Activity Cognitions and Normative Expectations of Vocational Agriculture Teachers and First-Order Activity Cognitions and Normative Expectations of State Board Personnel 55

10. Vocational Agriculture Teachers' Estimations of Activity Cognitions and Normative Expectations Held by State Board Personnel and Local School Administrators 58

Table Page

11. Vocational Agriculture Teacher Satisfaction Scores in Relation to Second-Order Activity Cognitions and Normative Expectations 60

12. First-Order Activity Cognitions and Normative Expectations of Local School Administrators and State Board Personnel for Trade and Industrial Teachers 62

13. First-Order Activity Cognitions and Normative Expectations of Trade and Industrial Teachers and Local Administrators 65

14. First-Order Cognitions and Normative Expectations of Trade and Industrial Teachers and State Board Personnel 67

15. Second-Order Activity Cognitions and Normative Expectations of Trade and Industrial Teachers and First-Order Activity Cognitions and Normative Expectations of Local Administrators 70

16. Second-Order Activity Cognitions and Normative Expectations of Trade and Industrial Teachers and First-Order Activity Cognitions and Normative Expectations of State Board Personnel 73

17. Trade and Industrial Teachers' Estimations of Activity Cognitions and Normative Expectations Held by State Board Personnel and Local Administrators 76

18. Trade and Industrial Teacher Satisfaction Scores in Relation to Second-Order Activity Cognitions and Normative Expectations 78

19. Number of Respondents Obtained, by Program Type and Position 78

20. Age Distribution of Vocational Teachers and Administrators 80

21. Formal Academic Training of Vocational Teachers 81

22. Vocational Teaching as Sole Means of Income 82

23. Other Sources of Income for Vocational Teachers 82

24. Total Number of Years in Present School as Vocational Education Teacher or Administrator 83

Table Page

25. Total Number of Years in Vocational Education or Administrative Position Anywhere 84

26. Vocational Classroom and Shop Location 85

27. Adequacy of Contact by Vocational Teachers with Administrators 86

28. Adequacy of Contact by Vocational Teachers with State Board Personnel 87

CHAPTER I

INTRODUCTION

The role of vocational and technical education has increasingly become the focus of public interest and has expanded within the last fifteen years. As a result, technical and vocational training is rapidly becoming an inviting area of analysis for social scientists. To the sociologist, one of the most promising paths of endeavor lies in the subject of the roles and role conflicts of vocational teachers. This particular type of investigation has the distinct advantage of having been used extensively in the field of industrial relations for more than three decades. Also, role analysis has been employed in studying many other areas of organizational and group activity and holds the promise of presenting a unified approach for the analysis of human behavior in a multitude of settings. Finally, the role concept probes the core of many basic questions underlying vocational education--questions concerning the role, scope, and method of vocational training, and indeed, the validity of its importance and existence in the larger sphere of American public education.

Statement of the Problem

The expectations concerning the proposed investigation are two-fold. The primary purpose of the investigation is to further develop, operationalize, and test some specific hypotheses within the field of role analysis with particular emphasis on the relatively unexplored concept of multiple allegiance. Results can be particularly relevant to the fields of role theory and organizational analysis.

Second, the investigator will attempt to determine practical approaches for vocational education in Oklahoma; specifically, the project will: (1) identify and define substantive areas of interaction between vocational teachers (focal role) and State Board for Vocational Education personnel and local school administrators (counter-roles); (2) identify the problems arising from these interactions; and (3) investigate the reaction of vocational teachers to the relationships, and the manner in which they attempt to handle problems arising from perceived differences.

Review of Literature Concerning Role Theory

In the past the concept of role has received a great deal of theoretical and empirical attention, which has rapidly escalated within the last two decades. Early literature relating to role was primarily theoretical while the empirical studies during this period were mainly of a descriptive nature. Within the last ten years, data derived from empirical investigations have been subjected to statistical analyses, and the results are now appearing at an increasing rate.

A vast amount of literature has been formulated concerning the nature and content of many different kinds of roles ranging from those which are vaguely defined to those that are highly institutionalized. In addition, role-related concepts are being widely used in the popular literature of group dynamics and education. The real value of the concept of role is that it serves as an organizing mechanism for the sociologist in much the same way as the concept of attitude does for the psychologist. It enables the analyst to make connections between diverse behaviors in terms of a single multi-dimensional variable. Unfortunately, the popularity of the concept of role has not at present resulted in an adequate development of the theoretical area itself. Although the use of role and role-related concepts are firmly entrenched in sociological analysis, they are, as Neiman and Hughes (1) conclude, vague and non-definitive and tend to be *ad hoc* explanations of human behavior. The present study attempts to develop and utilize a set of constructs and methods, employed piecemeal in previous studies, in order to present a coherent picture of the subject of interest--the vocational education teacher.

Depending upon the analytical interests of the investigator, role definitions may be grouped under any one of various classifications. Three major traditions into which sociological analyses have been cast vary according to the level of system-reference at which the analysis is centered. Basically they are:

(1) the cultural level and the anthropological tradition;

(2) the social system level and the sociological tradition;

(3) the individual-group level and the social-psychological tradition.

The anthropological tradition rests heavily on the definitions of role and status, formulated in 1936 by Ralph Linton (2). According to Linton, a social system is cultural in that it is an organization of learned behaviors which are shared and transmitted. Ideal patterns comprising the social system are reduced to individual terms through organization into statuses. Linton defines a status as a collection of rights and duties, and when the individual puts them into action he is performing a role--the dynamic behavioral counter-part of a status. The distinguishing feature of such a definition is the emphasis given to cultural patterns and configurations organized into statuses. Such analysis necessarily focuses on kinship systems, sex roles, and broad institutionalized roles within a society.

At the social system level, organizational units consisting of normative and expectational components are embodied in status-role bundles which are fundamental units of the social structure. Within this approach, the primary units are positions within the system and activities appropriate to them. Both statuses and appropriate activities are largely determined by social norms. Parsons, who exemplifies the social systems analyst, thus defines status and role in the following manner:

> On the one hand there is the positional aspect--that of where the actor in question is located in the social system relative to other actors. This is what we call his status... On the other hand, there is the processual aspect, that of what the actor does in his relations with others seen in the context of its functional significance for the social system. It is this which we shall call his role.
>
> It should be made quite clear that statuses and roles... are not in general attributes of the actor, but are units of the social system...(3).

Bales (4) has isolated polar role-sets which emerge in the role differentiation process within small groups. These roles polarize around the instrumental-expressive problem so that task roles arise to meet instrumental needs, and social roles are formed to meet the expressive and socio-emotional problems of the group. The attempt by Oeser and Harary (5) to chart role structures via digraph theory is an example of an increasingly popular approach to role analysis in social system terms.

The early symbolic interactionists such as Mead and Cooley dealt with role in a self-other context characteristic of the interactional approach. Although Mead's (6) writings fail to reveal a clear-cut definition of role, his greatest contributions to the area of role analysis stem from his theorizing on social acts, formation of the self (the "I" and "me"), and his discussion of the processes termed role-taking, role-playing, and playing-at-a-role. Role-taking refers to the symbolic process of projecting one's self into the role of another and viewing a problem, situation, or entity from the other's viewpoint. Role-playing refers to the behavioral execution of a role, and playing-at-a-role is role-taking on an elementary level as when children play the role of mother or father. More recently, Moreno (7) has attempted to extend the usefulness of role analysis within the social-psychological framework via the psychodrama and sociodrama. Yablonsky (8) has contributed to an operational theory of role by investigating role warm-up, spontaneity, and creativity. These, and many other investigators emphasize the individual and subjective aspect of role rather than structural and collective aspects of role and status.

Sarbin ovserved that role is an interdisciplinary and integrating concept

> in that its variables are drawn from studies of culture, society, and personality. The broad conceptual units of the theory are role, the unit of culture; position, the unit of society; and self, the unit of personality (9).

The concept of role thus has excellent potential as a tool to bridge the gap between sociological and psychological theorizing. Parsons' general theory of action attempts to develop the role concept to link the personality, social, and culture systems into a meaningful whole. There is an urgent need for continued development along these lines in order to make the concept a more useful tool for organizational theorizing and to increase understanding of social processes.

Role and other related concepts provide the scientist with a way of looking at human behavior. Because of the complexity of the subject and partly due to the traditions which have lifted role theory to its present status, various propositions continually emerge. It is not surprising that the many concepts related to role theory present numerous difficulties to those attempting research employing these concepts. The concept of role is promising because it helps to explain how individual members of groups perform the activities they do, and why the group performs certain activities. It is also helpful in describing the interaction process within social groups and collectivities. Essentially, role is a sensitizing concept that directs attention to certain key relationships and aspects of behavior which are not immediately apparent.

ROLE CONFLICT AND CONFLICT RESOLUTION

Numerous writers have conceptualized or studied role conflicts defined at the multi-person cognitive disparity level. These include Toby (10), Charters (11), Getzels and Guba (12), and Gullahorn (13). Others using this approach to role conflict have been Seeman (14), Stouffer (15), and Ward (16). While it was found that the major portion of attention in the literature has been given to conflicts defined at the multi-person cognitive disparity level, it is also noteworthy that few investigators have studied intra-positionally determined role conflicts (where a given position is compared on two different types of cognitions). It is reasonable to assume that there may in some cases exist cognitive disparities within positions as well as between positions.

Various studies utilizing more general approaches have been conducted of dissonance reduction, but none have been found that dealt with vocational education teachers. The Asch (17) and Sherif (18) experiments emphasized compliance to a single counter-role in times of stress and tend to support Festinger's (19) theory of cognitive dissonance. Burchard (20) studied the role conflict of military chaplains and their attempt to solve the problem. Likewise, Cousins (21) reported the behavior of subjects in experimentally contrived role conflict and observed rationalization, displacement, and wish-fulfilling fantasy as modal responses. Zurcher, Sonenschein, and Metzner (22) interviewed house boys working in college sororities in an attempt to discover other procedures employed to alleviate stressful situations. In an unusual investigation of Chicago stockyard workers, Purcell (23) discovered that employees, when faced with incompatible demands from the management and the union, still held a high degree of allegiance to both counter-roles. Purcell termed such behavior as "dual or multiple allegiance" and felt that not only was dual allegiance present, but that the greatest individual satisfaction came only through allegiance to both institutions even when they were in open conflict. (This specific concept is further described in Chapter II).

REVIEW OF ROLE RESEARCH ON THE TEACHER

Over the past fifty years there have been a number of empirical studies relevant to the role of the teacher. Most of these studies have had as their concern the cognitions held about public school teachers by members of certain counter-positions. A few have been concerned with cognitions held for teachers by more than one position.

Norms for the behavior of teachers in general have been studied by Cook and Almack (24), Fishburn (25), and Jenkins and Lippitt (26). Cook and Almack studied teacher community participation and investigated norms for the behavior of public school teachers held by school board members, public school teachers and public school pupils. The study by Fishburn was concerned with norms held for the behavior of public school teachers by teachers and administrators. Jenkins and Lippitt studied norms for the behavior of teachers as held by parents and public school pupils. A study by Jordan (27) was concerned with norms for teacher traits as held by public school pupils, teachers, supervisors and patrons. Norms for both teacher behaviors and traits were studied by Greenhoe (28), who collected data from school board members, lay persons, teachers, and college students. One study which dealt with both expectations and norms for teacher behaviors and traits was a national study conducted by Charters and Waplas (29), and was concerned with both expectations and norms for the behavior of senior high, junior high, intermediate, kindergarten-primary, rural, and subject matter teachers as held by college students, public school teachers, professors, supervisors and principals. Kublesky and Buck (30) studied teacher-student relationships in sixty-six Pennsylvania schools. The study also included 202 teacher educators in eighteen colleges and revealed a lack of consensus as to the role of the teacher among teacher educators, teachers, and school communities. In addition, the authors found that the teacher's definition of his own role was a compromise between definitions given by teacher educators and school communities. All of these studies, based on cognitions for teachers as held by more than one position, have been descriptive in nature and have not attempted to operationally define and statistically analyze the extent of agreement or disagreement among cognitions held.

The majority of teacher role studies have been based on cognitions held for teachers by members of only one position. Studies for which this holds true include those dealing with norms for the behavior of teachers in general by Cowan (31), Davies (32), Koopman (33), and Tiedeman (34). The study by Cowan was based on content areas selected from previous literature in the field, and the respondents were college instructors. Salient content areas were given by public school pupils in the form of responses to open-ended questions in the studies by Davies and Tiedeman. Community members were used as respondents in the Koopman study, with content areas being based on pilot study interviews and a review of related literature. Other studies, also based on data collected from a single position, include a number dealing with norms for both the behavior and traits of teachers in general. Included with this category are studies by Bird (35), Cobb (36), Dallolio (37), Haer (38), Smith (39), and Spears (40). The studies by Bird, Cobb and Dallolio were based on data collected from public high school pupils while that of Haer was based on data from community members; that of Smith was based on data collected from parents; and the study of Spears based on cognitions collected from college students. Two studies dealing with norms for teacher behaviors and traits were concerned, not with teachers in general, but with cognitions held for teacher sub-positions. Book (41) and Livingood (42) studied norms held by public school pupils for high school teachers.

A few studies, based on data collected from one position, have been concerned with expectations for teachers in general. Biber and

Lewis (43) studied the expectations of elementary pupils for public school teacher behaviors, while McGill (44) and Richey and Fox (45) studied expectations for teacher traits as held by college students. Expectations for both teacher behaviors and traits were studied by Corey (46) and Johnson (47).

Closely related to the teacher's role is that of the superintendent's role which was the subject of extensive analysis by Gross, Mason, and McEachern (48). Employing numerous theoretical innovations, the study utilized a sample comprised of 105 superintendents and 508 school board members in the state of Massachusetts. A series of items was employed to determine both expectations and actual behavior of superintendents as perceived by school board members and by superintendents. It was found that a lack of consensus existed between the responses of the two groups on most of the role-defining items used in the interview.

Only two studies were found which dealt with both expectations and norms for public school teachers. Beale (49) studied norms and expectations held for the behavior of public school teachers by other teachers. Content areas for behavior were selected from pilot study interviews with teachers. Terrien (50) studied expectations and norms for both teacher behaviors and traits as held by members of the lay public.

Few systematic, comprehensive studies have been made of either role consensus or role conflicts for vocational education teachers. Only two empirical studies have been found which attempt to deal with the actual versus the ideal role of the vocational education teacher. There have appeared a number of informal descriptive analyses of what vocational education teachers, particularly Vocational Agriculture teachers, should strive to achieve, and what areas they should become more competent in as a means of improving technical training in secondary school systems. More specific codes outlining elements and prescriptions on how the vocational education teacher can maintain good relationships with some category of individuals such as administrators have also been proposed. Even more remote to role studies are the articles discussing proposed or actual certification requirements, teaching methods, and personal qualifications of vocational teachers.

Of the few empirical studies done, most have been directed to the assessment of general competence and appraisal of vocational education teachers by other counter-roles. Bailey (51) had administrators rate Vocational Agriculture teachers on eleven areas of competency. He found that, generally, higher ratings were received by those teachers with more experience and education. In a study by Basinger (52), superintendents rated Vocational Agriculture teachers in four areas of general appraisal and ten areas of teaching competence. These ratings were used to point out strengths and weaknesses of teachers in the various areas. Wingen (53) investigated attitudes of parents toward Vocational Agriculture teachers to determine whether parents thought teachers were doing an acceptable job. Calhoun and Watson (54) asked junior and senior high school Vocational Agriculture students what they liked and disliked about their agriculture teachers.

Another group of studies has centered on job satisfaction and opportunities for advancement within the area of vocational teaching. In a study on morale, Rempel and Bentley (55) administered the Purdue Teacher Morale Inventory and Personal Data Form to all vocational teachers in Indiana. In general, they found that education, experience, and salary were the most influential factors related to morale. Lamberth (56) studied the reasons Vocational Agriculture teachers leave the teaching profession. An important finding to emerge from this study, particularly in terms of role analysis, was that the third most frequent reason given by the vocational education teacher for leaving was lack of understanding on the part of their school administrators. A highly descriptive study by Brutner (57) attempted to assess the role of Vocational Agriculture teachers in broad general terms. A panel of five Vocational Agriculture teachers was subjected to extensive questioning and from such interviews, the author attempted to ascertain the role of Vocational Agriculture teachers as determined by the teachers themselves.

As previously indicated, none of the above studies qualify as systematic attempts to chart role elements and potential role conflicts of vocational teachers; rather, they all focus on actual behaviors of vocational teachers or on ratings of teacher effectiveness made by other individuals. Although a few more systematic studies, to be mentioned below, have been made of the Vocational Agriculture teacher, there is still a paucity of research in any of the other areas of vocational education insofar as role analyses are concerned.

A study by Nix (58) described and analyzed the general value orientation and structural stresses which are involved within and what is conceived as being the several roles of the Vocational Agriculture teacher. Data from twenty-seven four hour interviews with Vocational Agriculture teachers in three selected parishes in Louisiana were analyzed within a structural-functional framework employing Parsons' pattern variables and a model of behavioral causation. Social organization and social disorganization were conceived as being functions of three basic groups of factors. These factors were socio-cultural structure, situational factors and personality factors. At the sociocultural level, the study focused upon four types of role stresses: role conflict, role frustration, role inadequacy, and role superfluity along with certain other aspects of this occupational role including role fulfillment, role satisfaction, occupational problems, and occupational change. Results of the study indicated that Vocational Agriculture teachers were subject to various types of role conflict which were partially meliorated by several adjustment mechanisms such as

> ...a slight shift from an affectivity orientation toward an affectivity neutral orientation both in regard to clients and to the traditional patterns of rural life (59).

Bible and McComas (60), adopting the approach of Gross and his colleagues, analyzed role expectations and role performances of Vocational Agriculture teachers in Ohio as perceived by 30 teachers and their school administrators. Both teachers and administrators were rated in terms of effectiveness according to selected criteria. It was found that teachers rated "higher" in effectiveness and their school administrators had greater agreement on role expectations than on role performance for the teacher's role.

Mayo (61), using the same approach, collected data from 26 teachers of Vocational Agriculture in North Carolina to examine the position of Vocational Agriculture teachers in terms of the source, direction, and intensity of expectations relative to developing and sustaining the formal organizations through which their educational objectives were attained and to ascertain the correspondence between role performance and role expectations.

Bible and Brown (62) studied 170 county and advisory committeemen and 32 professional extension agents in Pennsylvania on role consensus and its relation to satisfaction for the county extension advisory committee role. As in the previously mentioned study, higher consensus was found on perception of role expectations than on perception of role performances.

One limitation of the four previous studies is that they have derived prescriptions making up the role of Vocational Agriculture teacher from either the teachers themselves (Nix) or from the teachers and a single set of actors occupying a counter-position. This necessarily limits the comprehensiveness of the studies in terms of analyzing role elements as determined by other role positions directly related to the role in question.

Several general conclusions may be stated with regard to previous empirical investigations related to teacher role, role conflict, and the teacher's attempt to resolve such conflict:

(a) Methods employed by teachers to alleviate role conflict have not been empirically investigated. In fact, there is a paucity of research on role conflict in general.

(b) Many of the investigations have been simply descriptions of cognitions related to teacher role, with little or no theoretical orientation.

(c) Relatively few studies have dealt with expectations. When cognitions are viewed in relation to role theory, it becomes obvious that the concepts of role and role conflict must include more than one type of cognition.

(d) Many studies have been confined to an investigation of the cognitions of only one social position. If teacher behavior is viewed as a function of norms and expectations held for teachers by members of various positions, role studies must of necessity consider multiple sources of cognitions by selecting several alter groups who typically interact with teachers in various ways.

(e) Few studies have considered the concept of legitimacy as discussed previously. If the focal role does not ascribe legitimacy to certain counter-roles, the existence of disparate cognitions maintained by such non-legitimate counter-roles may produce little or no role conflict for the focal role.

(f) Most of the studies have been concerned with the role of the teacher in general rather than with specific varieties of teachers.

Perhaps the most recent developments in the area of role and role conflict theory, which attempt to overcome the shortcomings cited above, are those by Biddle, Twyman, and Rankin (63) and an empirical investigation partially utilizing their concepts conducted by Sutker, Egermeier, and Twyman (64). The last study cited was an exploration into the roles and role conflicts of vocational teachers, which dealt with the actual and ideal role of the vocational teacher as perceived by the teacher and six other counter-roles (non-vocational teachers, non-vocational students, vocational students, parents, counselors, and administrators). Disparities were located between the responses of the vocational teacher and each counter-role (inter-group disparity) as well as disparities intra-positionally determined, i.e., differing expectations and/or norms held for teachers by members of a single position such as public school administrators. Responses to 70 items or situations were gauged on a six point scale (a response indicating a vocational teacher "always should/does engage in a specific activity" received a score of 1; a "never" response received a score of 6). Both activity cognitions and normative expectations held for the vocational teacher by all counter-roles were recorded on this scale.

The study also included a "Legitimacy Inventory" which made it possible for the vocational teacher to divide a set of 11 categories of persons, including the counter-role incumbents, into those who had a right and those who did not have a right to expect a vocational teacher to engage in each of the 70 activities used to define his educational role. The data revealed that local administrators and personnel of the State Department for Vocational Education are the two counter-roles the vocational teacher feels are most important in judging many of his activities and behaviors. However, the study (1) did not measure actual role conflict (incompatible demands actually perceived by the teacher); (2) did not elicit responses for State Board personnel, and (3) did not attempt to determine methods employed by vocational teachers to alleviate inter-group conflict involving State Board personnel and local administrators.

Definitions and Constructs

The following is an integrated system of role constructs comprising the theoretical orientation to be used for studying the role and role conflicts of vocational education teachers in Oklahoma.

In the present study, role is conceived as the set of cognitions maintained about a given vocational teacher by all interested persons (65). Cognitions entering into role may be of many varieties and include, in the present framework, both activity cognitions (statements about what is perceived as existing) and normative expectations (statements about what should exist). Thus, the role of the vocational teacher may be considered a set of activity cognitions and normative expectations held for that teacher position by vocational teachers themselves, by public school administrators, by students, etc. Role conflict may be defined as the existence of disparate cognitions (activity cognitions and/or normative expectations) held by members of other positions (66). Role conflict may be intra-positionally determined, i.e., where disparate cognitions are held for teachers by members of a single counter-role position, or inter-positionally determined, i.e., where members of two positions disagree on cognitions held for the vocational teacher (this has been called inter-role conflict (67), role incompatibility (68), and inter-sender conflict (69). The present study will focus on inter-group disparities of significant others. Significant others are those persons who the teacher feels have a right to expect a vocational teacher to engage in certain activities and/or possess certain characteristics. Such persons occupy legitimate counter-roles (70).

To date, the issue of legitimacy has been employed in only a limited number of empirical investigations. Jacobson, Charters, and Lieberman (71) conducted a study of the automobile factory in order to explore individual worker identification with the company and the union. Three legitimate counter-roles were identified as "criterion populations" within this study. Gross, et. al. (72) have noted the importance of legitimacy by stating an actor may consider that a member of his role-set has a right to hold certain expectations of him, but no right to hold certain others. Pugh (73) defines a legitimate expectation as a "perceived obligation" and an illegitimate expectation as a "perceived pressure." Sutker, Egermeier, and Twyman (74) studied a sample of 250 vocational education teachers in Oklahoma and elicited information indicating that vocational teachers listed State Board personnel and local administrators as counter-roles possessing a legitimate right to hold expectations concerning vocational teacher behavior. Inasmuch as the above studies stand alone in empirically testing the concept of legitimacy, future research in this important aspect of role analysis may prove fruitful.

At this point a useful differentiation must be made between actual role conflict and potential role conflict. Within this study, actual role conflict refers to the perception of an actor to incompatible role prescriptions. As Gullahorn states, the actor(s) involved

> feel internally the obligation to meet the competing demands, face the threat of possible sanctions if they fail to fulfill either demand, and yet find it impossible to comply fully with opposing obligations (75).

To determine the existence of actual role conflict, one must have knowledge pertaining to perceptions of the actor who is faced with incompatible role prescriptions. Thus, actual role conflict must necessarily involve the actor's perception of the disparate cognitions held by others. Such perceptions constitute second-order cognitions.

Potential role conflict, a structural concept, simply refers to the existence of disparate cognitions held for an actor by others (76). Such disparity may be perceived, misperceived, or not perceived by the actor in question and consequently, he may feel internal stress, some degree of strain, or be entirely unaware of conflicting demands. The majority of role studies have not clearly indicated this distinction and thus have focused on potential role conflict which may have only indirect relevance to the study of actual role conflict. The major portion of this study will not be limited to analysis of potential role conflict, but will seek to discover the existence of actual or perceived role conflict among vocational teachers.

In recent years, several concepts have arisen which focus upon results of role incompatibilities which are persistent and problematic but are less severe in terms of behavioral consequences. Role strain is one such concept (77). An actor may merely feel slightly disconcerted and experience some mild discomfort when exposed to incompatible role prescriptions. It is likely that this sort of discomfort is more prevalent than severe conflict and the concept of role strain should be used to cover situations in which the difficulty in fulfilling role obligations is mild rather than severe. Problems and pressures leading to role strain can also result when expectations and norms are unclear, partially lacking or not properly communicated or learned by an actor. Situations of this kind may produce what has been called role ambiguity, or discomfort arising from uncertainty about role prescriptions. Role ambiguity might be particularly prevalent among organizations with heterogeneous populations and social systems which are undergoing rapid change due to re-organization (78).

Another field of study relevant to the constructs being discussed is that of reference groups. Reference group theory seeks to relate the individual actor to such components of the social structure as associations, communities, and organizational systems. Although the conceptualization of reference group is closely related to George H. Mead's definition of "significant other," the term has been widely and variously employed with little agreement as to concise definition. One of the clearest meanings today is presented in Shibutani's (79) three-fold classification of the concept as employed by most social scientists. Accordingly, a reference group may be defined as: (1) those groups which serve as reference points by an actor making comparisons; (2) those groups to which an actor aspires to belong or strives to maintain acceptance in, and (3) those groups whose perspectives constitute the frame of reference for an actor. It is this last definition that holds particular relevance for the current investigation.

A final construct of importance to this study is that of multiple allegiance which is defined as the ability of an actor to achieve equal loyalty to related and potentially conflicting groups, each of which is striving for commitment of the actor. In 1949, Peter Drucker (80) examined the problem of "split allegiance" in industry. "Split allegiance" refers to the condition in which both management and union each demand the total allegiance and loyalty of each member of the enterprise. Such a condition, stated Drucker, not only places the worker in an intolerable position, but is inevitably harmful to the entire enterprise; "Society cannot stand the 'split allegiance,' the enterprise cannot stand it, the union cannot stand it" (81). According to Drucker, what is necessary is the conversion of "split allegiance" into a bearable and functional "twin allegiance." Although the author does not explicitly define the concept of twin allegiance, he indicates its importance to the worker:

> ...he must give his allegiance to both (management and union). If he abandons allegiance to the enterprise, his job must become repugnant and meaningless...His own self-respect demands pride in the job, pride in the work, pride in the company he works for--and that means allegiance to the enterprise. But if he gives up allegiance to the union, he gives up the assertion of his own interests, needs and purposes of the enterprise; he accepts domination by a government which is not legitimate; and this too means abandoning his self-respect (82).

Although twin or dual allegiances seem logically incompatible, the worker perceives them as complementary and ultimately necessary. Thus, the problem of split allegiance cannot be viewed as a problem concerning balance of power, and in fact, states Drucker, "A balance of power solution can only make permanent warfare inevitable" (83). Drucker did not empirically analyze his propositions, but rather, laid the theoretical groundwork for a concept that challenges and may eventually alter traditional approaches to the study of bureaucratic structures. Theodore Purcell (84) attempted an empirical investigation of the problem and discovered that dual allegiance existed among a large segment of Chicago stockyard workers. After extensive interviewing, Purcell hypothesized that the greatest individual satisfaction will be found among workers holding allegiance both to management and the union. Although Purcell's study lends credibility to Drucker's propositions, the investigation relied heavily upon descriptive accounts. Insofar as attempting to define the concept of dual allegiance, Purcell indicated some behavioral consequences:

> Dual allegiance does not necessarily mean exact obedience to the commands of either organization, but rather, approval of the existence, basic objectives...of both (the company and the union).
>
> The main behavioral fact flowing from dual allegiance which we found is that the workers want their two-in-one government intact and will act accordingly (85).

The vocational teacher exists within a milieu not unlike that of the industrial worker. On the one hand, he is responsible to the local administrator of the local school system and on the other hand he is held responsible to the demands placed upon him by personnel of the State Department for Vocational Education. An immediate question arises as to whether the vocational teacher exhibits cognitive dissonance and experiences a sense of role conflict--as role theory analysis would indicate--or if the teacher exhibits a type of dual allegiance which alleviates such conflict--as Purcell's study would indicate. This will be a major problem of investigation within this study.

THE NATURE OF BUREAUCRACY

Historically, the role of bureaucratic organization in industrial societies has gained importance at a geometric rate. For many years after Weber described this particular pattern of organization, the concept of bureaucracy was confined to the industrial sphere. Those identified as professionals were cast in an entrepreneurial role apart from that of the industrial or governmental "organization men." Recent literature indicates the above description is no longer applicable in modern social situations.

> Physicians are now affiliated in larger numbers with hospitals and clinics; attorneys with law firms and in increasing numbers with industrial corporations; scientists and engineers also with industry, government, large independent research organizations, and a collection of institutes and departments in academic institutions (86).

Similar findings have been noted in numerous studies of professional occupations within other bureaucratic environments. As Kornhauser insists, to examine professionals in bureaucracies is to examine the "relation between two institutions, not merely between organizations and individuals" (87). Scott (88) has indicated that numerous areas of conflict exist between the professional and his bureaucratic environment. Blau (89) has hypothesized that the continued presence of professionals tends to "professionalize" bureaucratic structures. Authorities recognizing this trend have treated it as a reflection of the changes occurring in development of professionalization. Although Hughes (90) and others have indicated professionalization has consequences for the bureaucratic organization, the implications such a process entails for bureaucracy have largely been overlooked. In a general discussion of college faculty members, Clark has noted that professional orientations have major effects upon organizational structure:

> The modern large faculty, therefore, combines professionalism, federated structure, and bureaucracy... The faculty moves toward decentralized or federated structure, and authority moves toward clusters of experts...(91).

Thus, it is difficult to imagine that in spite of the changes occurring in the area of professionalization, no concurrent alterations would evolve for the bureaucratic organization.

For social scientists, bureaucracy has always been much easier to deplore than describe. Basically, bureaucratic organization is a social invention which relies on the power of rule and reason, and is based on the following attributes (92):

1. a formal rationally organized structure;
2. a clearly defined pattern of activity--related to the purposes of the organization;
3. an integrated series of hierarchical statuses;
4. obligations and privileges of each status are defined by specific rules;
5. each office containing an area of competency;
6. authority inherent in the office, not the personality;
7. relations between offices based on formality and social distance;
8. stable sets of mutual expectations derive from such formality.

In summarizing the characteristics of bureaucracy, Weber notes that "The principle of hierarchical office authority is found in all bureaucratic organizations" (93). Many authorities of organization have been critical of the classical model for a variety of reasons.

Such criticisms usually focus upon methods employed by the organization to solve one of two primary tasks--adaption (i.e. means by which organizations adapt to demands of the external environment), and integration (i.e. means by which organizations maintain their internal system of co-ordination and goal-fulfillment). Studies of bureaucratic adaptibility led Bennis to conclude that the classical model of bureaucracy is outmoded because if depends upon and assumes a "highly competitive, undifferentiated and stable environment such as the climate of its youth, the Industrial Revolution" (94). He further states:

> A pyramidal structure of authority, with power concentrated in the hands of a few with the knowledge and resources to control an entire enterprise was, and is, an eminently suitable social arrangement for routinized tasks (95).

Although Bennis and others predict a transformation of bureaucracy, little empirical research has been undertaken to substantiate such claims.

Other authorities have searched for deviations from the classical model by investigating the variables involved within the internal system of organized bureaucracies. Often, such investigations have examined the conflict between individual and organization goals (96). Mayo and associates discovered that informal interaction among workers was a potent force and concluded that industrial organization contained social systems as well as technical and economic counterparts. In a classical study, Whyte (97) verified the existence of important social variables in the restaurant industry, and Gouldner (98) has concluded that organizational analysis must take into account organizations that arise spontaneously from the association of people who have common needs, interests, or objectives. Selznick (99) has also written at length on the importance of the informal organization and its effect upon the formal structure. Accordingly, many recent texts contain separate sections devoted to the formal system of organization and the informal organization which inherently resides in every bureaucratic structure.

The stress placed upon informal organization, and the human relations approach made popular by the Hawthorne Studies have alerted the social scientist to the fact that members of a bureaucratic organization are also members of other diverse types of organizations. Many writers, including Becker (100), Etzioni (101), Gross and McEachern (102), and Biddle and Thomas (103) have investigated the conflict of multiple memberships and its consequences to organizational effectiveness. Because of the variables involved, role theory has often been employed to study such problems.

One attribute of bureaucracy that has remained basically unmodified since its inception is that of hierarchical authority. As Weber succinctly stated:

> The principles of office hierarchy and of levels of graded authority mean a firmly ordered system of super- and subordination in which there is a supervision of the lower offices by the higher ones (104).

More recently, Selznick (105) refers to co-operating efforts requiring the delegation of functions from the highest to the lowest levels as an inherent factor in the process of bureaucratization. Likewise, Merton lists "an integrated series of hierarchical statuses" (106) as a distinct attribute of bureaucracy. Boulding (107) has indicated that the problems of power distribution and communication necessitates an "iron law of hierarchy." The basic tenet of the classical model is that if workers concentrate on highly specialized tasks, some kind of linkage system must be present to co-ordinate activities and produce the final product. The linkage system assumed to be most effective is a supervised hierarchy comprising a neat pyramid with the ultimate authority at the top and ranks of supervisors increasing in numbers and decreasing in importance. Thus, every person in the structure has a single supervisor who, in turn, has a distinct position in the chain of command. Within the classical framework, the concept of such a rational structure is critical, for as Olsen states, "Bureaucratization is the process in which an organization seeks to rationalize its functioning..." (108). Inasmuch as bureaucratization is an attempt to rationally co-ordinate activities within the organization, "...the primary structural feature," according to Weber, "is the presence of a hierarchy of authority" (109). Guetzkow and Simon have attempted to empirically demonstrate groups' increased effectiveness if "a hierarchical structure is imposed on or emerges within the group" (110). Scott (111) indicates, however, the hierarchical structures increase co-ordination of routinized tasks but do not increase group problem-solving ability or creativity.

The assumption of interest to this investigation is that bureaucratic structures must, as in Weber's time, be viewed as hierarchical organizations containing clear-cut linear authority. Many current authors are critical of the classical explanation of organizational control emanating from a single set of offices at the top. Haire (112), Argyris (113), Likert (114), Vollmer and Mills (115), Etzioni (116), and March and Simon (117) have produced contemporary accounts demonstrating that behavior down the line is influenced by a multitude of events. The above investigators have indicated that members of a bureaucratic organization are simultaneously members of other groups and organizations such as unions, peer groups, etc., which also exert influence upon their behavior. Thus, a tremendously complicated network of role positions and expectations are interlaced within the organizational structure. Of critical importance, however, is the fact that many authors have observed deviations from the classical theory of bureaucracy but have attempted to integrate their findings back into the classical framework. Inasmuch as the primary purpose of a hierarchical chain of command is to clarify the single sphere of authority above each position, the existence of multiple allegiance implies a non-linear or multiple authority structure. The present study, therefore, suggests that if multiple allegiance is indeed a widespread phenomenon, some modern bureaucracies may be evolving into federated systems of evenly dispersed control rather than hierarchical systems with control emanating from top to bottom.

Hypotheses

In an attempt to empirically assess role conflicts and role conflict resolution for vocational teachers, it will be necessary to consider a number of potentially influential variables. These include position of respondent (vocational teachers of various fields), public school administrators, State Board personnel of various fields and levels, school size, economic region, and selected factors related to the respondents such as age, educational experience, and teaching experience. The specific impact of each of these factors on the dependent variables will be measured and interpreted in testing the following hypotheses:

(a) Activity cognitions of the State Board personnel will differ significantly ($p<.05$) from activity cognitions of local school administrators.

(b) Normative expectations of the State Board personnel will differ significantly ($p < .05$) from normative expectations of local school administrators.

(c) Vocational teachers will attribute significantly different ($p < .05$) activity cognitions to State Board personnel and to local school administrators.

(d) Vocational teachers will attribute significantly different ($p < .05$) normative expectations to State Board personnel and to local school administrators.

(e) When vocational teachers have ascribed disparate cognitions (norms and/or expectations) to local school administrators and to State Board personnel, they will ascribe ($p < .05$) legitimacy to both counter-roles.

It should be recognized that if the last hypothesis is rejected, its converse would tend to support the basic tenets of Festinger's (118) theory of cognitive dissonance (i.e., when the vocational teacher perceives disparity, legitimacy is ascribed to only one counter-role at most and perhaps to neither). If, however, the last hypothesis is accepted, such findings would lend support to the concept of dual allegiance as proposed by Drucker and Purcell.

CHAPTER II

METHODOLOGY

A series of discreet yet interdependent steps comprised the methodological approach employed in this investigation. Following an examination of prior approaches to similar topics, interviews and brief seminars were held with people representing a variety of positions and fields in the Oklahoma system of vocational education. Reliability and validity of the instruments were confirmed in a brief pilot study after which the final sample was drawn and data were collected. Statistical programs were then computed to test the hypotheses previously posited. The remainder of the chapter is devoted to a more detailed description of the methodological aspects of the study.

Instrumentation and Pilot Study

In their comprehensive study of vocational education in Oklahoma, Sutker et. al. investigated four principle vocational programs: Vocational Agriculture, Trade and Industrial Education, Technical Education, and Distributive Education. The latter two programs were excluded from the current investigation for a variety of reasons. First, Technical Education is a relatively new program in Oklahoma and as such, the total number of Technical Education teachers in the state constitutes an extremely small population which renders statistical analyses and resulting generalizations ineffective (119). Also, Distributive Education instructors often differed markedly from all other vocational teachers and at times upheld cognitions more congruent with non-vocational teachers. Finally, Distributive Education instructors often ascribed legitimacy to many counter-roles other than local administrators and State Board personnel (120). Results of the investigation therefore, are not applicable to all fields of vocational education and reflect only upon the remaining vocational programs. This delineation was both necessary and advantageous to an in-depth analysis of Vocational Agriculture and Trade and Industrial Education in Oklahoma.

A review of the instruments employed by Sutker, Egermeier, and Twyman revealed that in seventeen specific siutations, Vocational Agriculture and Trade and Industrial instructors attributed legitimacy to State Board personnel and to local administrators. Five of the items were discarded either because of their repetitive nature or their lack of importance for the current study. The remaining twelve items, covering a wide variety of behaviors, are listed below:

Items for Vocational Agriculture teacher behavior:

1. Use different methods of instruction than do most non-vocational teachers, because of the nature of their subject.
2. Maintain up to date records on the job placements of vocational students who have graduated.
3. Establish and maintain working relationships with more of the influential people in the community than do non-vocational teachers.
4. Have a lower pupil class load than non-vocational teachers to allow for the individualized instruction that vocational education emphasizes.
5. Obtain the opinions of parents on what concepts and skills their children should be taught in vocational classes.
6. Try to keep the content of their courses up to date.

7. Try to keep equipment for their vocational program up to date.
8. Make a considerable effort to develop relationships with non-vocational teachers.
9. Receive more pay than non-vocational teachers with as much formal education and teaching experience, because of the nature of their job.
10. Try to keep their teaching methods up to date.
11. Attend short courses to update their knowledge about vocational education.
12. Take an active role in professional education organizations.

Items for Trade and Industrial teacher behavior:

1. Use different methods of instruction than do most non-vocational teachers, because of the nature of their subject.
2. Attend short courses to update their knowledge about vocational education.
3. Establish and maintain working relationships with more of the influential people in the community than do non-vocational teachers.
4. Have as a primary objective training students who probably will not go to college.
5. Have a lower pupil class load than non-vocational teachers to allow for the individualized instruction that vocational education emphasizes.
6. Try to keep equipment for the vocational program up to date.
7. Maintain up to date records on the job placements of vocational students who have graduated.
8. Try to keep their teaching methods up to date.
9. Receive more pay than non-vocational teachers with as much formal education and teaching experience, because of the nature of their job.
10. Take an active role in professional education organizations.
11. Work to improve the image of vocational education in their own communities.
12. Seek from the state office specific guidelines as to what their local program should be.

Within the above items, five distinctly different categories or types of behavior are included. A list of these content categories and the item number within each category follows:

Content Categories	Items by Type of Vocational Program	
	Vo-Ag	T&I
I. Curriculum Orientation and General Objectives	Item Nos. 2,5,6	Item Nos. 4,7,12
II. Methods and Procedures of Instruction	Item Nos. 1,7,10	Item Nos. 1,6,8
III. Working Conditions and Financial Arrangements	Item Nos. 4,9	Item Nos. 5,9
IV. Developing the Image of Vocational Education	Item Nos. 3,8	Item Nos. 3,11
V. Seeking In-Service Professional Development	Item Nos. 11,12	Item Nos. 2,10

The twelve items were employed in each of the following instruments:

a. General Information Form--to indicate pertinent facts about each respondent;

b. Vocational Teachers' Activity Inventory (VTA-1)--to measure activity cognitions, i.e. what vocational teachers actually do, according to the respondent;

c. Vocational Teachers' Normative Expectations Inventory (VTN-1)--to measure normative expectations, i.e. what vocational teachers should do, according to the respondent;

d. Vocational Teachers' Inventory of Second-Order Activity Cognitions (VTA-2)--to ascertain vocational teachers' perception of the activity cognitions local school administrators hold for the vocational teacher's role;

e. Vocational Teachers' Inventory of Second-Order Normative Expectations (VTN-2)--to indicate vocational teachers' perception of the normative expectations local school administrators hold for the vocational teacher's role;

f. Vocational Teachers' Inventory of Second-Order Activity Cognitions (VTA-3)--to determine vocational teachers' perception of the normative expectations local school administrators hold for the vocational teacher's role;

g. Vocational Teachers' Inventory of Second-Order Normative Expectations (VTN-3)--to ascertain vocational teachers' perception of the normative expectations that State Department for Vocational Education personnel hold for the vocational teacher's role;

h. Vocational Teachers' Satisfaction Inventory (VTS)--to ascertain how satisfied vocational teachers are with the expectations that legitimate counter-roles hold for vocational teachers.

To determine the precision and clarity of the instruments, a brief pilot study involving five schools within a fifty mile radius was undertaken. Also, a panel of eight Vocational Agriculture and Trade and Industrial Education teachers representing each vocational district in the state convened in Stillwater, Oklahoma. The panel members were asked to critically evaluate all instruments under consideration and, following minor suggested revisions, judged all questions and directions as clear, concise, and relevant to their occupation. The final instruments elicited data similar to the Sutker, Egermeier, Twyman study with the addition of vocational teachers' second-order cognitions, an integrated job satisfaction inventory, and an open-ended questionnaire employed to establish initial rapport with respondents and to gain in-depth perspective into the role conflicts possibly facing vocational teachers.

The General Information Inventory was administered to each respondent of the study in order to aid the investigator in determining specific characteristics of the individual respondents drawn in the sample. The G. I. Inventory for vocational teachers was in the form of an open-ended questionnaire. For other respondents, identical information was elicited via written questionnaires. For further clarification of each instrument, see Appendix A.

The Vocational Teachers' Activity Inventory (VTA-1) asked each respondent to indicate, in each of the twelve items, what he personally thought vocational teachers actually do. The Vocational Teachers' Normative Expectations Inventory (VTN-1) presented the respondent with an identical list of items to which he responded in terms of what he thought vocational teachers should do.

In the second-order activity cognition form (VTA-2), the vocational teacher was presented with the same list of stimulus items used in VTA-1 and VTN-1. He was asked to indicate what he believed local school administrators thought vocational teachers actually do in each situation. In essence, the vocational teachers were told that the interviewer was trying to determine how much administrators really knew about the vocational program. Thus, the respondent was placed in a position of estimating administrators' activity cognitions.

The Second-Order Normative Expectation Inventory (VTN-2) was similar to the above with the exception that vocational teachers were now asked to estimate what administrators thought vocational teachers should do.

The VTA-3 instrument again presented the vocational teacher with the same items, and he was asked to estimate what State Board personnel (specifically, District Supervisors from the State Department for Vocational Education) thought vocational teachers actually do. The VTN-3 instrument asked the respondent to indicate the expectations State Board personnel hold for the teacher behavior, i.e., what do State Board personnel think vocational teachers should do.

For every item in each of the above instruments, the respondent had six alternatives from which he chose one that seemed to him to represent the most satisfactory answer. The alternatives were on a frequency continuum as follows: always, very often, often, occasionally, rarely, never. The responses were assigned scores from one to six, with one and six being assigned to "always" and "never" respectively.

The Vocational Teachers' Satisfaction Inventory was administered to all vocational teachers with the question in mind, "How satisfied are you with the expectations that school administrators and State Board personnel hold for you as a vocational teacher in each of the following situations?" The job satisfaction inventory was administered to reveal the degree of occupational satisfaction associated with role conflict situations.

All groups responded to VTA-1 and VTN-1 inventories. All instruments pertaining to second-order cognitions (VTA-2, VTN-2, VTA-3, VTN-3) and VTS inventories were given only to vocational teachers. All respondents were allowed as much time as needed to complete the questionnaires. The time required ranged from twenty to forty-five minutes for vocational teachers and from ten to twenty minutes for all other respondents.

Selection of Sample Schools

Inasmuch as the study by Sutker, Egermeier, and Twyman provided the basis for the present investigation, the sample of the first study was employed as the population or universe for the present study. Sutker et. al. had previously drawn a stratified sample of all secondary schools in Oklahoma according to economic area of the state, students per school, and type of vocational program offered. The results produced by the first two variables (see Table 1, p. 32) served as a basis for the population of the current investigation.

TABLE 1. THE SUTKER, ET. AL. SAMPLE OF
HIGH SCHOOLS BY ECONOMIC AREA
AND STUDENTS PER SCHOOL

Stratification Variables	Program Type			
	Vo. Ag.		T & I	
Economic Areas	N	%	N	%
Panhandle and Plains	10	(16)	6	(13)
N.E. and E. Central	12	(19)	9	(19)
S.W. and S. Central	15	(24)	7	(15)
E. and S.E.	14	(22)	10	(21)
Metropolitan Area X	6	(10)	4	(9)
Metropolitan Area Y	6	(10)	11	(23)
Total *	63	(100)	47	(100)
Students per School				
0-49	3	(5)	-	(-)
50-99	10	(16)	3	(6)
100-299	18	(29)	10	(21)
300-799	17	(27)	11	(23)
800-1999	10	(16)	10	(21)
2000-3500	5	(8)	13	(28)
Total *	63	(100)	47	(100)

* Does not equal total number of schools because many schools had more than one type of program.

The Bureau of Census cites thirteen economic regions within Oklahoma, but for purposes of analysis were condensed to six. A brief description of the six regions appears in Appendix B. To facilitate the present investigation, the three schools having 0-49 pupils, and the five schools of 2000-3500 pupils offering Vocational Agriculture were eliminated because of their atypical nature and lack of prediction for future programs. The remaining categories were then combined to produce the following stratified population of Oklahoma secondary schools offering Vocational Agriculture and Trade and Industrial Education. (See Table 2).

TABLE 2. CHARACTERISTICS OF REVISED POPULATION OF HIGH SCHOOLS, BE ECONOMIC AREA AND STUDENTS PER SCHOOL

Stratification Variables	Program Type			
	Vo. Ag.		T & I	
Economic Areas	N	%	N	%
Panhandle and Plains	10	(16)	6	(13)
N.E. and E. Central	12	(19)	9	(19)
S.W. and S. Central	15	(24)	7	(15)
E. and S.E.	14	(22)	10	(21)
Metropolitan Area X	6	(10)	4	(9)
Metropolitan Area Y	6	(10)	11	(23)
Total *	63	(100)	47	(100)
Students per School				
50-299	28	(51)	13	(28)
300-1999	27	(49)	21	(44)
2000-3500	-	(-)	13	(28)
Total *	55	(100)	47	(100)

* Does not equal total number of schools because many schools had more than one type of program.

A stratified random sample of thirty schools was chosen via computer process for a final sample which would be representative of the revised population (Table 2). None of the schools participating in the pilot study were included. Characteristics of schools chosen for the final sample are listed in Table 3, page 38. A comparison of the population and sample indicates reasonably adequate

TABLE 3. CHARACTERISTICS OF SAMPLE OF HIGH SCHOOLS BY ECONOMIC AREA AND STUDENTS PER SCHOOL

Stratification Variables	Vocational Agriculture		Trade and Industrial	
Economic Areas	N	%	N	%
Panhandle and Plains	4	(20)	3	(15)
N.E. and E. Central	4	(20)	5	(25)
S.W. and S. Central	4	(20)	4	(20)
East and S.E.	4	(20)	4	(20)
Metropolitan Area X	2	(10)	2	(10)
Metropolitan Area Y	2	(10)	2	(10)
Total*	20	(100)	20	(100)
Students per School				
50-299	9	(45)	6	(30)
300-1999	11	(55)	8	(40)
2000-3500	-	(-)	6	(30)
Total*	20	(100)	20	(100)

* Does not equal total number of schools because many schools had more than one type of program.

correspondence. A higher degree of representativeness was sacrificed due to the relatively small sample, but such a sample allowed for greater in-depth interviewing of each respondent.

A respondent sampling plan was established which allowed for a total of 90 respondents. The number of respondents, by position and program type, are shown in Table 4, page 39.

TABLE 4. RESPONDENTS IN SAMPLE, BY
PROGRAM TYPE AND POSITION

Position	Program Type	
	Vo. Ag.	T & I
Vocational Teacher	20	20
School Administrator	20	20
*District Supervisors from the State Department of Vocational Education	5	3
**State Supervisor from the State Department of Vocational Education	1	1
Total	46	44

[*] Throughout much of this study, District Supervisors from the State Department for Vocational Education are referred to as State Board personnel.

[**] Data gathered from this position was employed only for comparison with similar data received from State Board personnel.

Collection of Data

Prior to the actual collection of data, officials at each of the thirty sample schools were initially contacted by a form letter sent from the office of the Director of the Research Foundation at Oklahoma State University. The letter briefly described the nature of the study and certified its legitimacy. The principal and/or superintendent of each school was contacted via telephone and arrangements were made for the actual field work. A follow-up letter was then sent to the local school administrator to confirm the previous arrangements.

Data were collected in private interview sessions in all of the thirty sample schools. Efforts were made to assure the random selection of all the respondents. In a small number of cases, previously selected respondents were not available. In such cases, acceptable substitutes were located or additional visits were scheduled. At the completion of the field work, 100 percent of the expected number of respondents had been obtained.

The instruments devised and the respondents chosen produced comparative responses from a single focal role and two legitimate counter-roles concerning a wide variety of activities and behaviors which are pertinent to the professional role of the vocational teacher incumbent. The selected sample provided a representative cross-section of respondents which allowed some degree of generalization concerning the role-sets under investigation.

Statistical Analysis

The types of data collected made possible five types of analyses:

(a) examination of two types of vocational programs;

(b) item by item comparison of the opinions of two legitimate counter-roles concerning activity cognitions and normative expectations related to the focal role;

(c) comparison of focal role responses (activity cognitions and normative expectations) to the responses of legitimate counter-roles;

(d) measurement of focal role perception concerning the cognitions held by legitimate counter-roles (i.e., second-order cognitions);

(e) examination of relationships by demographic and personal factors.

Statistical tests employed to fulfill the above analyses were the Kruskall-Wallis one-way analysis of variance (121) and the Mann-Whitney z_u (122). Where $\underline{H}$ values significant at the .05 probability level were obtained with the Kruskall-Wallis test, the Mann-Whitney test was employed to determine the location of differences among groups. Where only two groups of responses were being compared, only the Mann-Whitney test was applied. All .05 levels of probability discovered by the Mann-Whitney test are denoted by a single asterisk (*); a significance level .01 is indicated by two asterisks (**); and all comparisons revealing a .001 level of probability are denoted by three asterisks (***). Finally, a difference of means test was also utilized to substantiate the results obtained from the statistical procedures listed above. Data procedures and computer programs were designed to test the stated hypotheses. The purpose of employing the preceeding types of analyses was to determine the impact of potentially significant variables to the theoretical area of role conflict and conflict resolution.

CHAPTER III

RESULTS

The principal objectives of this study were to assess the extent of potential and perceived role conflict of vocational teachers in relation to the legitimate counter-roles of local school administrators and State Board personnel. To accomplish this objective, twelve comparisons among the groups of respondents were undertaken for each type of vocational program. Results of these comparisons for Vocational Agriculture are initially presented, followed by data relevant to Trade and Industrial Education.

The first results presented are statistical comparisons of activity cognitions and normative expectations reported by local school administrators and personnel from the State Department for Vocational Education. In the following tables, means of responses to the twelve stimulus items are shown even though the statistical tests are based on sums of ranks.

Responses of School Administrators and Vocational Agriculture State Board Personnel

ACTIVITY COGNITIONS

In response to the VTA-1 inventory, school administrators and State Board personnel responding to the Vocational Agriculture program disagreed on eight of the twelve items (Table 5). Within six of the

TABLE 5. FIRST-ORDER ACTIVITY COGNITIONS AND NORMATIVE EXPECTATIONS OF LOCAL SCHOOL ADMINISTRATORS AND STATE BOARD PERSONNEL FOR VOCATIONAL AGRICULTURE TEACHERS

(Values are mean responses on a six-point "always to never" continuum)

	First-Order Activity Cognitions			First-Order Normative Expectations		
Item No. and Key Words[1]	Adm.		SBP	Adm.		SBP
1. Use different instructional methods	2.4		2.5	2.4		2.0
2. Maintain up to date job placement records	3.3	*	2.5	2.0	*	1.3
3. Deal with influential community members more than other teachers	2.4	*	1.8	2.2	**	1.4
4. Have a lower class load than non-vocational teachers	1.9	*	2.6	2.5		2.0
5. Obtain parents' opinion on what is to be taught	3.4	**	2.4	2.8	**	1.7
6. Keep content of courses up to date	2.3		2.0	1.2		1.0
7. Keep equipment up to date	2.3		2.4	1.3	*	1.0
8. Develop good relations with non-vocational teachers	2.4	**	1.6	1.3		1.3
9. Paid more than others with comparable training	1.5	***	2.8	2.8	**	1.6
10. Keep teaching methods up to date	2.7	*	2.2	1.3	*	1.0
11. Attend short courses to update knowledge	2.5		2.1	1.7		1.7
12. Are active in professional and educational groups	3.1	***	1.8	1.5		1.6

[1] Items are shown in their complete form in Appendix A.

* $(p < .05)$

** $(p < .01)$

*** $(p < .001)$

eight items that elicited significant differences, State Board personnel responded with values closer to a score of 1 ("Always") than did school administrators. In response to item 4, administrators indicated that Vocational Agriculture instructors have a lower pupil class load than do non-vocational teachers more often than State Board personnel felt this to be the case. Likewise, on item 9, administrators were more likely to state that Vocational Agriculture teachers received a higher salary than non-vocational teachers (with scores of 1.5 and 2.8 respectively). The greatest difference of opinion, significant at the .001 level, occurred in response to this item. On items 3 ("Deal with influential community members more than other teachers"), 5 ("Obtain parents' opinion on what is to be taught"), 8 ("Develop good relations with non-vocational teachers"), 9 ("Paid more than others with comparable training"), 10 ("Keep teaching methods up to date"), and 12 ("Are active in professional and educational groups"), State Board personnel indicated significantly more often than administrators that Vocational Agriculture teachers engage in those respective behaviors. Only on items 1, 6, 7, and 11 did administrators and State Board personnel agree as to the nature of Vocational Agriculture teachers' activities.

The perceptions of local school administrators and State Board personnel concerning the Vocational Agriculture teachers' activities were congruent on issues concerning methods of instruction, up to date maintenance of equipment and course content, and attendance of Vocational Agriculture in short courses to update their professional knowledge. A high degree of disparity between the two groups existed concerning pupil class load, vocational salaries and teacher behavior in the remaining seven situations. The data indicate considerable disagreement between the two respondent groups when attempting to estimate what Vocational Agriculture teachers actually do.

NORMATIVE EXPECTATIONS

Instrument VTN-1, employed to determine what the respondents felt Vocational Agriculture teachers should do, elicited significantly different responses in six of the twelve items. As in VTA-1, item 1 ("Use different instructional methods"), elicited no significant disagreement. Although administrators and State Board personnel disagreed as to the pupil class load Vocational Agriculture teachers actually have (item 4), a significant level of agreement was reached concerning the pupil class load Vocational Agriculture teachers should have. Likewise, in response to item 8, a significant disagreement existed concerning the degree to which Vocational Agriculture teachers actually attempt to develop relationships with non-vocational teachers, but in response to the degree Vocational Agriculture teachers should engage in this behavior, administrators modified their answers, and both groups concurred in response to this expectation. The two groups repeated this process in responding to item 12 concerning the active role Vocational Agriculture teachers should take in professional education organizations. Item 7 ("Keep equipment up to date") elicited no significant disagreement in VTA-1, but in VTN-1, administrators were less inclined to uphold this norm than were State Board personnel. As was true in VTA-1, items 2, 3, 5, 9, and 10 elicited response from local school administrators which were in disagreement with the opinions of State Board personnel. These were previously classified in the following content categories: "Curriculum Orientation and

General Objectives" (items 2 and 5), "Developing the Image of Vocational Education" (item 3), "Working Conditions and Financial Arrangements" (item 9), and "Methods and Procedures of Instruction" (item 10).

The data obtained from the VTN-1 indicate that between State Board personnel and local school administrators, a higher level of agreement is reached when considering what Vocational Agriculture teachers should do than when the two respondent groups attempt to assess what Vocational Agriculture teachers actually do. Even when relating the normative expectations they hold for Vocational Agriculture teachers, however, administrators hold expectations contrary to the expectations of State Board personnel on one-half of the items presented to both groups in VTN-1.

Responses of Vocational Agriculture Teachers and School Administrators

FIRST-ORDER ACTIVITY COGNITIONS

Within the VTA-1 instrument designed to elicit first-order activity cognitions, the Vocational Agriculture teachers and their respective school administrators disagreed on nine of the twelve items (Table 6). Within eight of the nine items that elicited significant differences, the Vocational Agriculture teachers responded with score values closer to 1 ("Always") than did administrators. The single exception was item 9 concerning vocational salaries in relation to non-vocational wages. The greatest significant differences (at the .001 level) between the two respondend groups occurred on items 7 ("Keep equipment up to date"), and 10 ("Keep teaching methods up to date"), while items 1, 4, and 5 elicited no significant differences. When the items are placed in their respective content categories, disparate cognitions are found

TABLE 6. FIRST-ORDER ACTIVITY COGNITIONS AND NORMATIVE EXPECTATIONS OF VOCATIONAL AGRICULTURE TEACHERS AND LOCAL ADMINISTRATORS

(Values are mean responses on a six-point "always to never" continuum)

Item No. and Key Words[1/]	First-Order Activity Cognitions			First-Order Normative Expectations		
	Teachers		Adm.	Teachers		Adm.
1. Use different instructional methods	2.2		2.4	2.1		2.4
2. Maintain up to date job placement records	2.1	**	3.3	1.2	**	2.0
3. Deal with influential community members more than other teachers	1.7	*	2.4	1.3	***	2.2
4. Have a lower class load than non-vocational teachers	2.0		1.9	1.5	**	2.5
5. Obtain parents' opinion on what is to be taught	3.1		3.4	2.6		2.8
6. Keep content of courses up to date	1.4	**	2.3	1.1		1.2
7. Keep equipment up to date	1.4	***	2.3	1.1		1.3
8. Develop good relations with non-vocational teachers	1.5	**	2.4	1.1		1.3
9. Paid more than others with comparable training	2.7	**	1.5	1.8	**	2.8
10. Keep teaching methods up to date	1.5	***	2.7	1.1		1.3
11. Attend short courses to update knowledge	1.8	**	2.5	1.3		1.7
12. Are active in professional and educational groups	2.3	*	3.1	1.5		1.5

[1/] Items are shown in their complete form in Appendix A.

* (p<.05)

** (p<.01)

*** (p<.001)

in all five categories of teacher behavior. In general, VTA-1 indicated considerable disagreement between the two respondent groups when attempting to ascertain what Vocational Agriculture teachers actually do.

FIRST-ORDER NORMATIVE EXPECTATIONS

Instrument VTN-1 was employed to determine what the respondents felt Vocational Agriculture teachers should do (i.e. first-order normative expectations), and of the twelve items, four produced a significant disparity of opinion. In response to item number 4, both groups had agreed in VTA-1 that Vocational Agriculture teachers nearly always have a lower class load than non-vocational teachers. Administrators indicated they felt this should be true less often, while Vocational Agriculture teachers stated they should have a lower class load more often than they actually do. Thus, there was a significant disagreement between the respondent groups on normative expectations concerning pupil class loads. In item 2, Vocational Agriculture teachers previously indicated that they nearly always maintain records on job placement of vocational students, but felt they should do so even to a greater degree. Concerning this particular behavior, administrators' expectations were lower than the expectations held by Vocational teachers. When asked about maintaining working relationships with more influential people in the community than do non-vocational teachers, Vocational Agriculture teachers indicated they did so more often than administrators realized, and the teachers indicated they should do so even more than they actually did. In answering question 9, administrators indicated in VTA-1 that Vocational Agriculture teachers nearly always receive more pay than do comparably trained non-vocational teachers. In VTN-1, administrators stated this should not be the case as often as it actually is. On both activity cognitions and normative expectations concerning salary, Vocational Agriculture teachers disagreed with their respective administrators. Content categories containing disparities were "Curriculum Orientation and General Objectives" (item 2), "Developing the Image of Vocational Education" (item 3), and "Working Conditions and Financial Arrangements" (items 4 and 9).

In summarizing the first-order activity cognitions and normative expectations of Vocational Agriculture teachers and local school administrators, it is apparent that greater agreement exists in determining what should be done, and greater potential conflict arises between the two groups when asked to estimate what Vocational Agriculture teachers actually do.

Responses of Vocational Agriculture Teachers and Department of Vocational Education Personnel

FIRST-ORDER ACTIVITY COGNITIONS

In assessing the activities of Vocational Agriculture teachers within the context of VTA-1, State Board personnel responses failed to agree with Vocational Agriculture teacher responses on five of the twelve items (Table 7). In answering items 4 ("Have a lower class load than non-vocational teachers"), 7 ("Keep equipment up to date"), and 10 ("Keep teaching methods up to date"), Vocational Agriculture teachers felt they engaged in these activities more often than State Board personnel indicated to be the case. In contrast, item 5 ("Obtain parents' opinion on what is to be taught") elicited an

TABLE 7. FIRST-ORDER ACTIVITY COGNITIONS AND NORMATIVE EXPECTATIONS OF VOCATIONAL AGRICULTURE TEACHERS AND STATE BOARD PERSONNEL

(Values are mean responses on a six-point "always to never" continuum)

Item No. and Key Words[1/]	First-Order Activity Cognitions			First-Order Normative Expectations		
	Teachers		SBP	Teachers		SBP
1. Use different instructional methods	2.2		2.5	2.1		2.0
2. Maintain up to date job placement records	2.1		2.5	1.2		1.3
3. Deal with influential community members more than other teachers	1.7		1.8	1.3		1.4
4. Have a lower class load than non-vocational teachers	2.0	*	2.6	1.5	***	2.0
5. Obtain parents' opinion on what is to be taught	3.1	*	2.4	2.6	*	1.7
6. Keep content of courses up to date	1.4	***	2.0	1.1		1.0
7. Keep equipment up to date	1.4	***	2.4	1.1		1.0
8. Develop good relations with non-vocational teachers	1.5		1.6	1.1		1.3
9. Paid more than others with comparable training	2.7		2.8	1.8		1.6
10. Keep teaching methods up to date	1.5	***	2.2	1.1		1.0
11. Attend short courses to update knowledge	1.8		2.1	1.3		1.7
12. Are active in professional and educational groups	2.3		1.8	1.5		1.6

[1/] Items are shown in their complete form in Appendix A.

* $(p < .05)$

** $(p < .01)$

*** $(p < .001)$

average response of "Often" (3.1) from Vocational Agriculture instructors while State Board personnel offered an average response ranging between "Very Often" and "Often" (2.4). Two of the items (7 and 10) eliciting disparities are concerned with the methods and procedures of instruction employed by Vocational Agriculture teachers. Items 5 and 6 pertain to curriculum orientation and general objectives, and item 4 dealt with working conditions. Overall, the activity cognitions of Vocational Agriculture teachers and State Board personnel were congruent on more than one-half of the twelve items. Where significant differences were noted, the Vocational Agriculture teacher in all but one situation attributed to himself and his colleagues a higher level of activity than did the District Supervisors from the Department of Vocational Education.

FIRST-ORDER NORMATIVE EXPECTATIONS

Results obtained from VTN-1 indicate that with the exception of the behaviors outlined in items 4 and 5, Vocational Agriculture teachers and State Board personnel share similar and compatible expectations for Vocational Agriculture teacher behavior. As in VTA-1, the Vocational Agriculture teachers responded to item 5 with an average score of 2.6 (between "Very Often" and "Often") while State Board personnel indicated Vocational Agriculture instructors would obtain opinions of parents on concepts and skills to be taught "Always" or "Very Often" (1.7). Responses to item 4 indicated Vocational Agriculture teachers were more adament in their desire for lower pupil class load than were State Board personnel. In general, the two respondent groups indicated a high degree of shared normative expectations, and overall, few differences were discernible.

Vocational Agriculture Teachers' Perception of the Activity Cognitions and Normative Expectations Held by School Administrators

SECOND-ORDER ACTIVITY COGNITIONS

A comparison of the activity cognitions (VTA-1) of local school administrators with Vocational Agriculture teachers' estimates of those activity cognitions (VTA-2) revealed that the vocational instructors correctly perceived administrators' cognitions in 75 percent of the situations listed (Table 8). Only on items 7 ("Keep equipment up to date"), 9 ("Paid more than others with comparable training"), and 10 ("Keep teaching methods up to date") did the Vocational Agriculture teachers fail to correctly estimate what administrators thought Vocational Agriculture teachers actually do. In response to items 7 and 10, the Vocational Agriculture instructors' average response was nearer to "Always" than the average response of the local administrators. The single exception was in item 9. Disparities were confined to the content categories of "Methods and Procedures of Instruction" (items 7 and 10) and "Financial Arrangements" (item 9). The data derived from these instruments indicate that while these two respondent groups disagree on two-thirds of the items when both are asked what Vocational Agriculture teachers actually do (see Table 6), Vocational Agriculture teachers are aware of administrators' divergent activity cognitions concerning their own professional behavior.

SECOND-ORDER NORMATIVE EXPECTATIONS

When the second-order normative expectations of Vocational Agriculture teachers were compared to the first-order normative

TABLE 8. SECOND-ORDER ACTIVITY COGNITIONS AND NORMATIVE EXPECTATIONS OF VOCATIONAL AGRICULTURE TEACHERS AND FIRST-ORDER ACTIVITY COGNITIONS AND NORMATIVE EXPECTATIONS OF LOCAL SCHOOL ADMINISTRATORS

(Values are mean responses on a six-point "always to never" continuum)

Item No. and Key Words[1]	Activity Cognitions[2]		Normative Expectations[3]	
	Teachers	Adm.	Teachers	Adm.
1. Use different instructional methods	2.4	2.4	1.9	2.4
2. Maintain up to date job placement records	3.0	3.3	1.9	2.0
3. Deal with influential community members more than other teachers	2.2	2.4	2.3	2.2
4. Have a lower class load than non-vocational teachers	1.4	1.9	2.1	2.5
5. Obtain parents' opinion on what is to be taught	3.2	3.4	3.2	2.8
6. Keep content of courses up to date	2.2	2.3	1.3	1.2
7. Keep equipment up to date	1.8 *	2.3	1.7	1.3
8. Develop good relations with non-vocational teachers	2.3	2.4	1.4	1.3
9. Paid more than others with comparable training	2.1 *	1.5	2.8	2.8
10. Keep teaching methods up to date	2.1 *	2.7	1.4	1.3
11. Attend short courses to update knowledge	2.1	2.5	1.6	1.7
12. Are active in professional and educational groups	2.7	3.1	1.9	1.5

[1] Items are shown in their complete form in Appendix A.

[2] Cognitions are as follows: Vocational Agriculture teachers' second-order activity cognitions (VTA-2); administrators' first-order activity cognitions (VTA-1).

[3] Expectations are as follows: Vocational Agriculture teachers' second-order normative expectations (VTN-2); administrators' first-order normative expectations (VTN-1).

* $(p<.05)$

** $(p<.01)$

*** $(p<.001)$

expectations of local administrators, no significant differences were noted. Even in response to items 7, 9, and 10 where Vocational Agriculture teachers had failed to correctly estimate administrators' activity cognitions, the instructors correctly perceived the normative expectations held by the same administrators. Thus, although the two groups' personal expectations were divergent in 33 percent of the cases presented (see Table 6), the Vocational Agriculture teacher has indicated an awareness of the expectations held by administrators.

Vocational Agriculture Teachers' Perception of the Activity Cognitions and Normative Expectations Held by State Board Personnel

SECOND-ORDER ACTIVITY COGNITIONS

In order to determine how accurately Vocational Agriculture teachers perceived the activity cognitions of State Board personnel, an item by item comparison was conducted of Vocational Agriculture teachers' responses to VTA-3 and State Board personnel responses to VTA-1 (Table 9). Two-thirds of the twelve items elicited significant disparities between the two responding groups. Significant differences at the .001 level of probability occurred when comparing mean responses to items 1 ("Use different instructional methods"), 4 ("Have a lower class load than non-vocational teachers"), 6 ("Keep content of courses up to date"), 7 ("Keep equipment up to date"), 9 ("Paid more than others with comparable training"), and 10 ("Keep teaching methods up to date"). A disparity at the .01 level was noted for item 2, and item 11 elicited different responses at the .05 level of significance. Three items (1, 7, and 10) revealing significant differences at the .001 level were concerned with "Methods and Procedures of Instruction."

TABLE 9. SECOND-ORDER ACTIVITY COGNITIONS AND NORMATIVE EXPECTATIONS OF VOCATIONAL AGRICULTURE TEACHERS AND FIRST-ORDER ACTIVITY COGNITIONS AND NORMATIVE EXPECTATIONS OF STATE BOARD PERSONNEL

(Values are mean responses on a six-point "always to never" continuum)

Item No. and Key Words[1]	Activity Cognitions[2]			Normative Expectations[3]		
	Teachers		SBP	Teachers		SBP
1. Use different instructional methods	1.7	***	2.5	1.6	**	2.0
2. Maintain up to date job placement records	1.6	**	2.5	1.1		1.3
3. Deal with influential community members more than other teachers	1.4	**	1.8	1.2		1.4
4. Have a lower class load than non-vocational teachers	1.4	***	2.6	1.3	***	2.0
5. Obtain parents' opinion on what is to be taught	2.4		2.4	2.2		1.7
6. Keep content of courses up to date	1.4	***	2.0	1.2	*	1.0
7. Keep equipment up to date	1.5	***	2.4	1.1		1.0
8. Develop good relations with non-vocational teachers	1.9		1.6	1.3		1.3
9. Paid more than others with comparable training	1.7	***	2.8	1.3	*	1.6
10. Keep teaching methods up to date	1.3	***	2.2	1.1		1.0
11. Attend short courses to update knowledge	1.6	*	2.1	1.3		1.7
12. Are active in professional and educational groups	1.9		1.8	1.3	*	1.6

[1] Items are shown in their complete form in Appendix A.

[2] Cognitions are as follows: Vocational Agriculture teachers' second-order activity cognitions (VTA-2); State Board personnels' first-order activity cognitions (VTA-1).

[3] Expectations are as follows: Vocational Agriculture teachers' second-order normative expectations (VTN-2); State Board personnels' first-order normative expectations (VTN-1).

* (p <.05)

** (p <.01)

*** (p <.001)

The remaining disparities were dispersed among the content categories of "Curriculum Orientation and General Objectives" (items 2 and 6), "Developing the Image of Vocational Education" (item 3), "Working Conditions and Financial Arrangements" (items 4 and 9), and "Seeking In-Service Professional Development" (item 11). Within each of the nine items eliciting significant differences, vocational teachers' estimations were more rigorous (closer to score of 1) than the actual cognitions held by State Board personnel. In general, Vocational Agriculture teachers were unable to estimate the activity cognitions of State Board personnel within nine of the twelve items involved in the questionnaire.

SECOND-ORDER NORMATIVE EXPECTATIONS

Vocational Agriculture instructors' estimations of the normative expectations that State Board personnel hold for Vocational Agriculture teacher behavior were correct in seven of the twelve items. Within the five items that elicited significantly different responses from the two groups, Vocational Agriculture teachers' mean responses were closer to a score of 1 ("Always") with the exception of item 6 ("Keep content of courses up to date"). The items that revealed disparate cognitions were evenly distributed among four of the five content categories previously listed. Thus, the difference between the second-order normative expectations held by Vocational Agriculture teachers and the first-order expectations elicited from State Board personnel were not concentrated on any specific area of teacher behavior. Generally, when significant differences did exist, as shown in Table 8, the vocational teacher overestimated the rigorousness of State Board personnels' expectations for teacher behavior.

A Comparison of Vocational Agriculture Teachers' Second-Order Cognitions for State Board Personnel and for Local School Administrators

Table 10 illustrates the comparison of Vocational Agriculture teachers' estimations of activity cognitions held by local administrators and State Board personnel (VTA-2 and VTA-3), and of Vocational Agriculture teachers' estimation of normative expectations held by local administrators and State Board personnel (VTN-2 and VTN-3). These comparisons were made to discover if Vocational Agriculture instructors attributed to State Board personnel cognitions significantly different from the cognitions attributed to local administrators. Any disparity between the VTA-2 and VTA-3 instrument items indicated that Vocational Agriculture teachers did attribute different activity cognitions to the two legitimate counter-roles. Likewise, disparities between VTN-2 and VTN-3 items were indicative of disparate normative expectations attributed to the two groups. The data reveal that in seven of the twelve items, Vocational Agriculture teachers attributed significantly different activity cognitions to the two groups in question and in every case attributed the highest score to State Board personnel. Content categories involved were "Curriculum Orientation and General Objectives" (items 2, 5, and 6), "Methods and Procedures of Instruction" (items 1 and 10), "Developing the Image of Vocational Education" (item 3), and "Seeking In-Service Professional Development" (item 12).

Vocational Agriculture instructors also attributed significantly different normative expectations to State Board personnel and administrators in seven of the twelve items. In this case, all content

TABLE 10. VOCATIONAL AGRICULTURE TEACHERS' ESTIMATIONS OF ACTIVITY COGNITIONS AND NORMATIVE EXPECTATIONS HELD BY STATE BOARD PERSONNEL AND LOCAL ADMINISTRATORS

(Values are mean responses on a six-point "always to never" continuum)

Item No. and Key Words[1]	Second-Order Activity Cognitions[2]			Second-Order Normative Expectations[3]		
	Adm.		SBP	Adm.		SBP
1. Use different instructional methods	2.4	*	1.7	1.9		1.6
2. Maintain up to date job placement records	3.0	***	1.6	1.9	***	1.1
3. Deal with influential community members more than other teachers	2.2	**	1.4	2.3	**	1.2
4. Have a lower class load than non-vocational teachers	1.4		1.4	2.1	**	1.3
5. Obtain parents' opinion on what is to be taught	3.2	*	2.4	3.2	*	2.2
6. Keep content of courses up to date	2.2	*	1.4	1.3		1.2
7. Keep equipment up to date	1.8		1.5	1.7	**	1.1
8. Develop good relations with non-vocational teachers	2.3		1.9	1.4		1.3
9. Paid more than others with comparable training	2.1		1.7	2.8	***	1.3
10. Keep teaching methods up to date	2.1	**	1.3	1.4		1.1
11. Attend short courses to update knowledge	2.1		1.6	1.6		1.3
12. Are active in professional and educational groups	2.7	*	1.9	1.9	*	1.3

[1] Items are shown in their complete form in Appendix A.

[2] Activity cognitions attributed to administrators (VTA-2) and State Board personnel (VTA-3) by Vocational Agriculture teachers.

[3] Normative expectations attributed to administrators (VTN-2) and State Board personnel (VTN-3) by Vocational Agriculture teachers.

* ($p < .05$)

** ($p < .01$)

*** ($p < .001$)

categories were involved. Although in items 4 and 7 teachers attributed significantly disparate normative expectations to administrators and State Board personnel, they did not attribute significantly different activity cognitions to the two legitimate counter-roles. The reverse was true for items 1, 6, and 10. Thus, for items 2, 3, 5, and 12, Vocational Agriculture teachers attributed significantly different activity cognitions and normative expectations to the two counter-roles. In summary, the data illustrated in Table 10 indicates that Vocational Agriculture teachers attributed significantly different cognitions to State Board personnel and administrators in 58 percent of the items, and in every case the most rigorous cognitions were attributed to State Board personnel, i.e. Vocational Agriculture teachers assumed the cognitions of State Board personnel would more likely approach a score of 1 ("Always") than the cognitions of administrators.

Vocational Agriculture Teachers' Satisfaction Scores in Relation to Attributed Cognitions

Table 11 illustrates Vocational Agriculture teachers' average responses to each item in the Vocational Teacher Satisfaction Inventory (VTS). Satisfaction scores may then be compared to the cognitions attributed to State Board personnel and administrators by Vocational Agriculture instructors. The data revealed that job satisfaction was not significantly related to attributed disparities of counter-roles' activity cognitions. In response to seven of the twelve items, Vocational Agriculture teachers ascribed disparate activity cognitions to State Board personnel and local administrators. Teacher Satisfaction scores for these seven items were not significantly different from satisfaction scores for items wherein Vocational

TABLE 11. VOCATIONAL AGRICULTURE TEACHER SATISFACTION SCORES IN RELATION TO SECOND-ORDER ACTIVITY COGNITIONS AND NORMATIVE EXPECTATIONS

(Values are mean responses on a six-point "always to never" continuum)

Item No. and Key Words[1]	Second-Order Activity Cognitions[2]			Second-Order Normative Expectations[3]			VTS[4]
	Adm.		SBP	Adm.		SBP	
1. Use different instructional methods	2.4	*	1.7	1.9		1.6	1.85
2. Maintain up to date job placement records	3.0	***	1.6	1.9	***	1.1	2.40
3. Deal with influential community members more than other teachers	2.2	**	1.4	2.3	**	1.2	1.85
4. Have a lower class load than non-vocational teachers	1.4		1.4	2.1	**	1.3	1.70
5. Obtain parents' opinion on what is to be taught	3.2	*	2.4	3.2	*	2.2	2.55
6. Keep content of courses up to date	2.2	*	1.4	1.3		1.2	1.80
7. Keep equipment up to date	1.8		1.5	1.7	**	1.1	2.20
8. Develop good relations with non-vocational teachers	2.3		1.9	1.4		1.3	1.60
9. Paid more than others with comparable training	2.1		1.7	2.8	***	1.3	2.35
10. Keep teaching methods up to date	2.1	**	1.3	1.4		1.1	1.90
11. Attend short courses to update knowledge	2.1		1.6	1.6		1.3	1.75
12. Are active in professional and educational groups	2.7	*	1.9	1.9	*	1.3	2.00

[1] Items are shown in their complete form in Appendix A.

[2] Activity cognitions attributed to administrators (VTA-2) and State Board personnel by Vocational Agriculture teachers.

[3] Normative expectations attributed to administrators (VTN-2) and State Board personnel (VTN-3) by Vocational Agriculture teachers.

[4] Vocational Agriculture teachers' job satisfaction scores.

* (p<.05)

** (p<.01)

*** (p<.001)

Agriculture teachers assumed the two counter-roles held congruent activity cognitions.

Satisfaction scores were then related to attributed normative expectations (VTN-2 and VTN-3). Vocational Agriculture teachers indicated a significant decline (at the .05 level) in satisfaction when they assumed State Board personnel and administrators held disparate expectations. Satisfaction scores of items which Vocational Agriculture teachers attributed disparate activity cognitions and normative expectations were compared with scores in response to items which Vocational Agriculture teachers attributed congruent activity cognitions and normative expectations. A significant difference at the .01 level of probability was discovered. Thus, when Vocational Agriculture instructors assumed the two legitimate counter-roles held both conflicting activity cognitions and normative expectations, a significant decline in job satisfaction occurred. No significance was found when activity cognitions alone were compared to the scores of the Teacher Satisfaction Inventory.

Responses of School Administrators and Trade and Industrial State Board Personnel

ACTIVITY COGNITIONS

Within the VTA-1 inventory, local school administrators and State Board personnel responding to the Trade and Industrial Education program disagreed on five of the twelve items (Table 12). Within three of the items that elicited significant differences, State Board personnel responded with answers closer to "Always" than administrators. In response to item 3, administrators indicated that Trade and

TABLE 12. FIRST-ORDER ACTIVITY COGNITIONS AND NORMATIVE EXPECTATIONS OF LOCAL SCHOOL ADMINISTRATORS AND STATE BOARD PERSONNEL FOR TRADE AND INDUSTRIAL TEACHERS

(Values are mean responses on a six-point "always to never" continuum)

	First-Order Activity Cognitions			First-Order Normative Expectations		
Item No. and Key Words[1]	Adm.		SBP	Adm.		SBP
1. Use different instructional methods	2.2		2.3	2.0		1.6
2. Attend short courses to update knowledge	2.3	***	1.3	1.7	***	1.0
3. Deal with influential community members more than other teachers	2.8	*	3.3	2.3		1.7
4. Have objective to train non-college oriented students	2.6	***	2.0	2.6		2.0
5. Have a lower class load than non-vocational teachers	1.7	*	2.0	1.9	***	1.0
6. Keep equipment up to date	1.8		1.5	1.2		1.0
7. Maintain up to date job placement records	2.5		2.3	1.2		1.0
8. Keep teaching methods up to date	1.8		1.5	1.2		1.0
9. Paid more than others with comparable training	2.4	***	2.0	3.2	***	1.4
10. Are active in professional and educational groups	2.6		2.7	1.4	*	1.0
11. Work to improve image of field in community	1.9		2.6	1.2		1.0
12. Seek state office guidelines on program	2.3		2.1	1.6		1.3

---

[1] Items are shown in their complete form in Appendix A.

* (p<.05)

** (p<.01)

*** (p<.001)

Industrial teachers deal with influential community members more often than State Board personnel felt this to be the case. Likewise, on item 5, administrators were more likely to state that Trade and Industrial instructors obtain parents' opinion on what is to be taught than were State Board personnel. On items 2 ("Attend short courses to update knowledge"), 4 ("Have objective to train non-college oriented students"), and 9 ("Paid more than others with comparable training"), State Board personnel indicated Trade and Industrial teachers engage in those respective behaviors more than administrators indicated. Within the remaining seven items, no significant differences were found between the opinion of local school administrators and State Board personnel.

The perceptions of administrators and State Board personnel concerning Trade and Industrial teachers' activities were congruent on issues concerning methods and procedures of instruction while high incongruency was focused on items concerned with working conditions and financial arrangements. The remaining disparities were evenly located in the remaining content categories. The data indicate a measure of disagreement among these two counter-roles when judging teacher behavior.

NORMATIVE EXPECTATIONS

The VTN-1 instrument, employed to determine what respondents felt Trade and Industrial Education teachers should do, elicited significantly different responses in four of the twelve items. As in VTA-1, items 1, 5, and 9 elicited significantly disparate normative expectations from administrators and State Board personnel. The only other item on which the respondents disagreed was item 10 ("Keep teaching methods up to date"). In response to each of the items revealing such discrepencies, State Board personnel held more stringent expectations for Trade and Industrial instructors than did local administrators. Responses to three of the four items were significantly different at the .001 level of probability and all four items were confined to the categories of "Working Conditions and Financial Arrangements" (items 5 and 9) and "Seeking In-Service Professional Development" (items 2 and 10).

Data obtained from the VTN-1 instrument indicate that between State Board personnel and local school administrators a slightly higher level of agreement is reached when considering what Trade and Industrial teachers should do, than when the two respondent groups attempt to assess what Trade and Industrial teachers actually do. Generally, however, more than one-half of all the items elicited a substantial level of agreement between the activity cognitions and normative expectations held by the respondents.

Responses of Trade and Industrial Education Teachers and School Administrators

FIRST-ORDER ACTIVITY COGNITIONS

Within the VTA-1 instrument designed to elicit first-order activity cognitions, the Trade and Industrial Education teachers and their respective administrators agreed on all twelve of the items (Table 13). Although the responses of Trade and Industrial instructors were somewhat higher than those of administrators, such differences failed to reach the .05 level of significance. Thus, responses to all items within the VTA-1 inventory indicated agreement between the two respondent groups when asked what Trade and Industrial

TABLE 13. FIRST-ORDER ACTIVITY COGNITIONS AND NORMATIVE EXPECTATIONS OF TRADE AND INDUSTRIAL TEACHERS AND LOCAL ADMINISTRATORS

(Values are mean responses on a six-point "always to never" continuum)

Item and No. and Key Words[1/]	First-Order Activity Cognitions Teachers	First-Order Activity Cognitions Adm.	First-Order Normative Expectations Teachers	First-Order Normative Expectations Adm.
1. Use different instructional methods	2.1	2.2	1.7	2.0
2. Attend short courses to update knowledge	2.1	2.3	1.5	1.7
3. Deal with influential community members more than other teachers	2.6	2.7	2.0	2.2
4. Have objective to train non-college oriented students	2.4	2.6	2.5	2.5
5. Have a lower class load than non-vocational teachers	1.8	1.7	1.5	1.8
6. Keep equipment up to date	1.6	1.7	1.2	1.1
7. Maintain up to date job placement records	1.7	2.5	1.3	1.1
8. Keep teaching methods up to date	1.8	1.7	1.2	1.1
9. Paid more than others with comparable training	1.7	1.4	1.9	** 3.1
10. Are active in professional and educational groups	2.0	2.4	1.6	1.3
11. Work to improve image of field in community	1.7	1.8	1.3	1.1
12. Seek state office guidelines on program	2.1	2.3	1.8	1.6

[1/] Items are shown in their complete form in Appendix A.

* (p<.05)

** (p<.01)

*** (p<.001)

teachers actually do.

FIRST-ORDER NORMATIVE EXPECTATIONS

In attempting to assess what Trade and Industrial Education teachers should do (VTN-1), Trade and Industrial instructors and school administrators were in agreement in eleven of the twelve stimulus items. The single exception was item 9 ("Paid more than others with comparable training") to which Trade and Industrial teachers responded with a significantly higher score than did administrators. Although responses to the remaining eleven items differed slightly (administrators' responses were often closer to a score of 1), none of the disparities reached the .05 level of significance.

In summarizing the first-order activity cognitions and normative expectations of Trade and Industrial teachers and local school administrators, it is apparent that a significantly high level of agreement exists between the two respondent groups when attempting to ascertain what Trade and Industrial teachers actually do and what they should do.

Responses of Trade and Industrial Teachers and Department of Vocational Education Personnel

FIRST-ORDER ACTIVITY COGNITIONS

In assessing the activities of Trade and Industrial Education teachers within the context of VTA-1, State Board personnel responses failed to agree with Trade and Industrial teacher responses on seven of the twelve items (Table 14). In answering items 2 ("Attend short courses to update knowledge"), 3 ("Deal with influential community members more than other teachers"), 7 ("Maintain up to date job placement records"), 9 ("Paid more than others with comparable

TABLE 14. FIRST-ORDER ACTIVITY COGNITIONS AND NORMATIVE EXPECTATIONS OF TRADE AND INDUSTRIAL TEACHERS AND STATE BOARD PERSONNEL

(Values are mean responses on a six-point "always to never" continuum)

Item No. and Key Words[1/]	First-Order Activity Cognitions		First-Order Normative Expectations	
	Teachers	SBP	Teachers	SBP
1. Use different instructional methods	2.1	2.3	1.7	1.6
2. Attend short courses to update knowledge	2.1	** 1.3	1.5	** 1.0
3. Deal with influential community members more than other teachers	2.5	** 3.3	1.8	1.7
4. Have objective to train non-college oriented students	2.4	** 2.0	2.4	2.0
5. Have a lower class load than non-vocational teachers	1.8	2.0	1.4	** 1.0
6. Keep equipment up to date	1.5	1.5	1.1	1.0
7. Maintain up to date job placement records	1.7	** 2.3	1.2	1.0
8. Keep teaching methods up to date	1.7	1.5	1.1	1.0
9. Paid more than others with comparable training	1.7	* 2.0	1.8	1.4
10. Are active in professional and educational groups	1.8	* 2.7	1.5	** 1.0
11. Work to improve image of field in community	1.6	** 2.6	1.2	1.0
12. Seek state office guidelines on program	2.1	2.1	1.8	* 1.3

[1/] Items are shown in their complete form in Appendix A.

* (p<.05)

** (p<.01)

*** (p<.001)

training"), 10 ("Are active in professional and educational groups"), and 11 ("Work to improve image of field in community"), Trade and Industrial teachers felt they engaged in these activities to a greater degree than perceived by State Board personnel. In contrast, item 4 ("Have objective to train non-college oriented students"), elicited a higher mean response from State Board personnel (2.0) than from Trade and Industrial teachers (2.4). With the exception of responses to items 9 and 10, all disparities were significant at the .01 level. Items on which the respondents disagreed were located in all content categories with the exception of "Methods and Procedures of Instruction" where no disparities were found. In general, the above findings indicate the two respondent groups possessed incongruent activity cognitions in seven of the twelve stimulus items and their responses to these items differed at a high level of significance.

FIRST-ORDER NORMATIVE EXPECTATIONS

Results obtained from first-order normative expectations (VTN-1) indicate that with the exception of items 2, 5, 10, and 12, Trade and Industrial teachers and State Board personnel shared similar and compatible expectations for Trade and Industrial teacher behavior. Where disparate expectations were held, State Board personnel registered a mean response closer to a score of 1 ("Always") than did Trade and Industrial teachers. Items 2 and 10 deal with expectations relevant to professional development (Content Category V), item 12 to "Curriculum Orientation and General Objectives" (Content Category I) and item 5 dealt with "Working Conditions" (Content Category III).

In summarizing the first-order activity cognitions and normative expectations of Trade and Industrial instructors and State Board personnel, it may be noted that greater agreement exists in determining what should be done (VTN-1) and greater potential conflict arises between the two groups when asked to estimate what Trade and Industrial teachers actually do (VTA-1).

Trade and Industrial Teachers' Perception of the Activity Cognitions and Normative Expectations Held by School Administrators

SECOND-ORDER ACTIVITY COGNITIONS

A comparison of the activity cognitions (VTA-1) of local school administrators with Trade and Industrial teachers' estimations of those activity cognitions (VTA-2) revealed that Trade and Industrial teachers correctly perceived administrators' cognitions in 75 percent of the situations listed (Table 15). Items 4, 5, and 9 revealed significant discrepencies. In response to items 5 ("Have a lower class load than non-vocational teachers"), and 9 ("Paid more than others with comparable training"), the administrators' mean response was nearer to "Always" than the mean response of Trade and Industrial teachers. The single exception was item 4 ("Have objective to train non-college oriented students"), where Trade and Industrial instructors indicated (1.9) their primary objective was to train students who probably would not go to college. Administrators felt this to be the case (2.6) significantly less often than did Trade and Industrial teachers. Disparities were confined to the content categories of "Curriculum Orientation and General Objectives" (item 4) and "Working Conditions and Financial Arrangements" (items 5 and 9). All of the comparisons revealing inter-group disparities were significant at the .01 level. The data derived from these instruments indicate that although these

TABLE 15. SECOND-ORDER ACTIVITY COGNITIONS AND NORMATIVE EXPECTATIONS OF TRADE AND INDUSTRIAL TEACHERS AND FIRST-ORDER ACTIVITY COGNITIONS AND NORMATIVE EXPECTATIONS OF LOCAL ADMINISTRATORS

(Values are mean responses on a six-point "always to never" continuum)

Item No. and Key Words[1]	Activity Cognitions[2] Teachers	Activity Cognitions[2] Adm.	Normative Expectations[3] Teachers	Normative Expectations[3] Adm.
1. Use different instructional methods	2.2	2.2	1.7	2.0
2. Attend short courses to update knowledge	2.3	2.3	1.6	1.7
3. Deal with influential community members more than other teachers	2.5	2.7	1.8	2.2
4. Have objective to train non-college oriented students	1.9 **	2.6	1.6 **	2.5
5. Have a lower class load than non-vocational teachers	2.4 **	1.7	2.8 **	1.8
6. Keep equipment up to date	2.2	1.7	2.0 **	1.1
7. Maintain up to date job placement records	2.6	2.5	1.8 **	1.1
8. Keep teaching methods up to date	2.0	1.7	1.3	1.1
9. Paid more than others with comparable training	2.6 **	1.4	3.1	3.1
10. Are active in professional and educational groups	1.7	2.4	1.5	1.3
11. Work to improve image of field in community	1.8	1.8	1.7 *	1.1
12. Seek state office guidelines on program	2.1	2.3	2.2 **	1.6

[1] Items are shown in their complete form in Appendix A.

[2] Cognitions are as follows: Vocational Agriculture teachers' second-order activity cognitions (VTA-2); administrators' first-order activity cognitions (VTA-1).

[3] Expectations are as follows: Vocational Agriculture teachers' second-order normative expectations (VTN-2); administrators' first-order normative expectations (VTN-1).

* $(p<.05)$

** $(p<.01)$

*** $(p<.001)$

two respondent groups agree on all items when asked what Trade and Industrial teachers actually do (see Table 15), Trade and Industrial teachers are not aware of administrators convergent activity cognitions in relation to the three items mentioned above.

SECOND-ORDER NORMATIVE EXPECTATIONS

When second-order normative expectations of Trade and Industrial teachers were compared to the first-order normative expectations of local administrators, six stimulus items revealed significant disparities. As in their estimations of administrators' activity cognitions in items 4 and 5, the Trade and Industrial teachers also failed to estimate administrators' expectations within these items. Although Trade and Industrial instructors correctly perceived administrators' expectations concerning salary (item 9), incorrect second-order perceptions were given in response to items 6 ("Keep equipment up to date"), 7 ("Maintain up to date job placement records"), 11 ("Work to improve image of field in community"), and 12 ("Seek state office guidelines on program"). Except for item 4, administrators held more stringent expectations for teacher behavior than Trade and Industrial teachers thought, i.e. administrators' responses were significantly closer to a score of "Always" than were the estimates of Trade and Industrial instructors. All items within the general category of "Curriculum Orientation and General Objectives" revealed significant disparities. With the exception of "Seeking In-Service and Professional Development," all other content categories contained one disparity. Except for item 11, all disparities were significant at the .01 level.

The data listed in Table 15 indicate that in 25 percent of the stimulus items Trade and Industrial teachers were incorrect when estimating the activity cognitions of administrators. When asked to indicate what administrators felt Trade and Industrial teachers should do, the teachers' mean responses were erroneous in 50 percent of the items. In contrast to Vocational Agriculture teachers, Trade and Industrial instructors possessed first-order activity cognitions similar to administrators (VTA-1, VTN-1) but are unaware of some of these similarities (VTA-2, VTN-2). Also, unlike Vocational Agriculture instructors, Trade and Industrial teachers are slightly more aware of the activity cognitions held by administrators than of the normative expectations that local administrators hold for teacher behavior.

Trade and Industrial Teachers' Perception of the Activity Cognitions and Normative Expectations Held by State Board Personnel

SECOND-ORDER ACTIVITY COGNITIONS

In order to determine how accurately Trade and Industrial teachers perceived the activity cognitions of State Board personnel, an item by item comparison was conducted of Trade and Industrial teachers' responses to VTA-3 and State Board personnel responses to VTA-1 (Table 16). Seven of the twelve stimulus items elicited significant disparities and of these, four were significant to the .001 level of probability. Within each disparity noted, the Trade and Industrial teachers' estimation of the activity cognitions of State Board personnel were higher, i.e. closer to a score of "1" than the actual cognitions held by State Board personnel. The two content categories "Working Conditions and Financial Arrangements" and "Developing the Image of Vocational Education" each contained two items that elicited significant differences (items 5, 9 and 3, 11 respectively) while all other content

TABLE 16. SECOND-ORDER ACTIVITY COGNITIONS AND NORMATIVE EXPECTATIONS OF TRADE AND INDUSTRIAL TEACHERS AND FIRST-ORDER COGNITIONS AND NORMATIVE EXPECTATIONS OF STATE BOARD PERSONNEL

(Values are mean responses on a six-point "always to never" continuum)

	Activity Cognitions[2]		Normative Expectations[3]	
Item No. and Key Words[1]	Teachers	SBP	Teachers	SBP
1. Use different instructional methods	1.6 **	2.3	1.6	1.6
2. Attend short courses to update knowledge	1.6	1.3	1.4 **	1.0
3. Deal with influential community members more than other teachers	1.8 ***	3.3	1.3 *	1.7
4. Have objective to train non-college oriented students	2.1	2.0	1.8	2.0
5. Have a lower class load than non-vocational teachers	1.5 ***	2.0	1.2	1.0
6. Keep equipment up to date	1.6	1.5	1.2	1.0
7. Maintain up to date job placement records	1.5 ***	2.3	1.2	1.0
8. Keep teaching methods up to date	1.6	1.5	1.2	1.0
9. Paid more than others with comparable training	1.5 ***	2.0	1.3	1.4
10. Are active in professional and educational groups	1.9 *	2.7	1.4 **	1.0
11. Work to improve image of field in community	1.6 **	2.6	1.1	1.0
12. Seek state office guidelines on program	1.8	2.1	1.2	1.3

[1] Items are shown in their complete form in Appendix A.

[2] Cognitions are as follows: Trade and Industrial teachers' second-order activity cognitions (VTA-2); State Board personnels' first-order activity cognitions (VTA-1).

[3] Expectations are as follows: Trade and Industrial teachers' second-order normative expectations (VTN-2); State Board personnels' first-order normative expectations (VTN-1).

* (p<.05)

** (p<.01)

*** (p<.001)

categories contained one item that elicited different responses.

The above data indicate that for 58 percent of the stimulus items, Trade and Industrial instructors were unable to correctly estimate what State Board personnel thought Trade and Industrial teachers actually do. Each item wherein teacher estimations were inaccurate revealed that Trade and Industrial instructors attributed cognitions to State Board personnel which were extreme in comparison with the activity cognitions actually held by the latter group.

SECOND-ORDER NORMATIVE EXPECTATIONS

In estimating the normative expectations State Board personnel hold for teacher behavior, Trade and Industrial instructors were accurate on nine of the twelve items. Within two of the three items that elicited significantly different responses, State Board personnel held higher expectations than Trade and Industrial teachers realized. These were items 2 ("Attend short courses to update knowledge") and 10 ("Are active in professional and educational groups"). Both items pertained to "Seeking In-Service and Professional Development." In contrast, responses to item 3 ("Deal with influential community members more than other teachers") indicated that Trade and Industrial teachers attributed more rigorous expectations to State Board personnel than State Board personnel actually held.

The data compiled in Table 16 indicate that Trade and Industrial teachers were much more accurate in estimating the expectations State Board personnel held for teacher behavior than in estimating actual behavior State Board personnel attributed to Trade and Industrial teachers.

Comparison of Trade and Industrial Teachers' Second-Order Cognitions for State Board Personnel and for Local School Administrators

Table 17 illustrates the comparison of Trade and Industrial teachers' estimations of activity cognitions held by administrators and State Board personnel (VTA-2 and VTA-3) and of normative expectations held by these two legitimate counter-roles (VTN-2 vs. VTN-3). Such a comparison was employed to determine if Trade and Industrial instructors attributed significantly different activity cognitions to local administrators and State Board personnel. The data revealed that in seven of the twelve items, Trade and Industrial teachers attributed significantly different cognitions to the two counter-role positions. Without exception, Trade and Industrial teachers attributed more rigorous cognitions to State Board personnel than to administrators, i.e. teachers assumed that the activity cognitions of State Board personnel would approach a score of 1 ("Always") more often than the activity cognitions held by administrators. "Methods and Procedures of Instruction" contained two items (1 and 6) eliciting discriminating responses as did the content category "Working Conditions and Financial Arrangements" (items 5 and 9). All other content categories contained one item each that revealed significant differences.

Trade and Industrial teachers also attributed significantly different expectations to State Board personnel and local administrators in seven of the twelve stimulus items. Once again, the teacher felt that State Board personnel held somewhat higher expectations than did administrators within all items where different expectations were attributed to the two groups. With the exception of "Seeking In-Service

TABLE 17. TRADE AND INDUSTRIAL TEACHERS' ESTIMATIONS OF ACTIVITY COGNITIONS AND NORMATIVE EXPECTATIONS HELD BY STATE BOARD PERSONNEL AND LOCAL ADMINISTRATORS

(Values are mean responses on a six-point "always to never" continuum)

	Second-Order Activity Cognitions[2]			Second-Order Normative Expectations[3]		
Item No. and Key Words[1]	Adm.		SBP	Adm.		SBP
1. Use different instructional methods	1.6	**	2.3	1.6		1.9
2. Attend short courses to update knowledge	1.6	**	2.4	1.4		1.7
3. Deal with influential community members more than other teachers	1.8	*	2.6	1.3	*	1.9
4. Have objective to train non-college oriented students	2.1		2.0	1.8		1.7
5. Have a lower class load than non-vocational teachers	1.5	***	2.5	1.2	***	2.9
6. Keep equipment up to date	1.6	**	2.4	1.2	***	2.1
7. Maintain up to date job placement records	1.5	***	2.7	1.2	*	1.9
8. Keep teaching methods up to up to date	1.6		2.2	1.2		2.4
9. Paid more than others with comparable training	1.5	**	2.7	1.3	***	3.3
10. Are active in professional and educational groups	1.9		1.8	1.4		1.6
11. Work to improve image of field in community	1.6		1.8	1.1	**	1.8
12. Seek state office guidelines on program	1.8		2.2	1.2	***	2.4

[1] Items are shown in their complete form in Appendix A.

[2] Activity cognitions attributed to administrators (VTA-2) and State Board personnel (VTA-3) by Trade and Industrial teachers.

[3] Normative expectations attributed to administrators (VTN-2) and State Board personnel (VTN-3) by Trade and Industrial teachers.

* $(p < .05)$

** $(p < .01)$

*** $(p < .001)$

and Professional Development" all content categories were involved.

Table 17 illustrates that in nearly 60 percent of the stimulus items, Trade and Industrial teachers attributed disparate cognitions to two legitimate counter-roles and in each case, the teachers indicated the cognitions held by State Board personnel were significantly higher than those held by local school administrators.

Trade and Industrial Teachers' Satisfaction Scores in Relation to Attributed Cognitions

Trade and Industrial teachers' satisfaction scores were related to second-order cognitions attributed to State Board personnel and school administrators (Table 18). The data revealed that job satisfaction was not related to attributed disparities of counter-roles' activity cognitions. Likewise, no significant relationship occurred between satisfaction scores and disparities attributed to counter-role expectations. Trade and Industrial teachers estimated disparities existed between State Board personnel and administrators' activity cognitions and normative expectations for seven of the twelve stimulus items. The Trade and Industrial Teachers' Satisfaction scores for those seven items were not significantly different from satisfaction scores for the remaining items.

Teacher satisfaction scores in response to items wherein Trade and Industrial instructors attributed disparities to both activity cognitions and normative expectations of the two counter-roles were compared to satisfaction scores to items wherein teachers attributed agreement to both activity cognitions and normative expectations of two counter-roles. Again, no significant differences at the .05 level of probability were found. Thus, for Trade and Industrial teachers within the

TABLE 18. TRADE AND INDUSTRIAL TEACHER SATISFACTION SCORES IN RELATION TO SECOND-ORDER ACTIVITY COGNITIONS AND NORMATIVE EXPECTATIONS

(Values are mean responses on a six-point "always to never" continuum)

	Second-Order Activity Cognitions[2]		Second-Order Normative Expectations[3]		
Item No. and Key Words[4]	Adm.	SBP	Adm.	SBP	VTS[4]
1. Use different instructional methods	2.3 **	1.6	1.8	1.6	2.05
2. Attend short courses to update knowledge	2.4 **	1.6	1.7	1.4	1.85
3. Deal with influential community members more than other teachers	2.6 *	1.8	1.9 *	1.3	1.75
4. Have objective to train non-college oriented students	2.0	2.1	1.7	1.8	2.60
5. Have a lower class load than non-vocational teachers	2.5 ***	1.5	2.9 ***	1.2	2.20
6. Keep equipment up to date	2.4 **	1.6	2.1 ***	1.2	1.80
7. Maintain up to date job placement records	2.7 ***	1.5	1.9 *	1.2	2.30
8. Keep teaching methods up to date	2.2	1.6	1.4	1.2	1.65
9. Paid more than others with comparable training	2.7 **	1.5	3.3 ***	1.3	2.00
10. Are active in professional and educational groups	1.8	1.6	1.9	1.4	1.90
11. Work to improve image of field in community	1.8	1.8	1.6 **	1.1	1.95
12. Seek state office guidelines on program	2.2	1.8	2.4 ***	1.2	2.15

[1] Items are shown in their complete form in Appendix A.

[2] Activity cognitions attributed to administrators (VTA-2) and State Board personnel by Trade and Industrial teachers.

[3] Normative expectations attributed to administrators (VTN-2) and State Board personnel (VTN-3) by Trade and Industrial teachers.

[4] Trade and Industrial teachers' job satisfaction scores.

* (p<.05)

** (p<.01)

*** (p<.001)

sample, attributed role conflicts had no significant effect upon job satisfaction.

Attributes of Respondents

Within this study, 20 Vocational Agriculture teachers and 20 Trade and Industrial teachers represent the focal role under investigation and are described in this section. In addition, 20 local school administrators evaluated Vocational Agriculture teacher behavior and 20 administrators evaluated Trade and Industrial teacher behavior. Descriptive data for those within this counter-role position are also included in this section. Respondents comprising the State Board personnel role constitute an extremely small number and thus, the personal attributes of those within this position are omitted.

POSITION OF ADMINISTRATIVE RESPONDENTS

Of the 20 administrators that were asked to evaluate Trade and Industrial teacher behavior, 40 percent were school superintendents,

TABLE 19. NUMBER OF RESPONDENTS OBTAINED, BY PROGRAM TYPE AND POSITION

	Program Type			
	T&I Education		Vocational Agriculture	
Position	N	%	N	%
Superintendents	8	(40)	12	(60)
Principals	10	(50)	7	(35)
Other	2	(10)	1	(5)
Total	20	(100)	20	(100)

50 percent were principals, and 10 percent held other administrative positions (such as Assistant Principal) as shown in Table 19. Administrators responding to Vocational Agriculture held the following positions: Superintendent, 60 percent; Principal, 35 percent; other administrative positions, 5 percent.

AGES OF VOCATIONAL TEACHERS AND ADMINISTRATORS

The age distribution of vocational teachers included in this study are shown in Table 20. Vocational Agriculture teachers tended to be somewhat younger than Trade and Industrial instructors. The percentage of Vocational Agriculture teachers 34 years of age or younger was 40 percent; for Trade and Industrial teachers the figure dropped to 20 percent. In contrast, 75 percent of the Trade and Industrial teachers

TABLE 20. AGE DISTRIBUTION OF VOCATIONAL TEACHERS AND ADMINISTRATORS

	Position							
Age in Years	T&I Teachers		T&I Adms.		Vo-Ag Teachers		Vo-Ag Adms.	
	N	%	N	%	N	%	N	%
Under 25	-	(-)	-	(-)	3	(15)	-	(-)
25-29	3	(15)	1	(5)	2	(10)	-	(-)
30-34	1	(5)	1	(5)	3	(15)	2	(10)
35-39	1	(5)	2	(10)	1	(5)	1	(5)
40-44	-	(-)	2	(10)	4	(20)	4	(20)
45-49	5	(25)	4	(20)	4	(20)	5	(25)
50 and over	10	(50)	10	(50)	3	(15)	8	(40)
Total	20	(100)	20	(100)	20	(100)	20	(100)

were 45 years of age or older while 35 percent of the Vocational Agriculture instructors were of this age cohort.

FORMAL ACADEMIC TRAINING OF VOCATIONAL TEACHERS

Vocational teachers were asked to indicate the extent of their formal academic training in terms of the following categories: beyond master's degree, master's degree, toward master's degree, bachelor's degree, over two years of college, two years of college or less, high school graduate, or other. Responses of teachers are shown in Table 21. Although eight Trade and Industrial teachers had master's degrees (40 percent) compared to two Vocational Agriculture teachers (10 percent), in general, respondents in the latter group had more formal education than Trade and Industrial instructors. Of the Trade and

TABLE 21. FORMAL ACADEMIC TRAINING OF VOCATIONAL TEACHERS

	Type of Vocational Teacher			
	T&I Teacher		Vo-Ag Teacher	
Extent of Training	N	%	N	%
Beyond master's degree	1	(5)	3	(15)
Master's degree	8	(40)	2	(10)
Toward master's degree	6	(30)	12	(60)
Bachelor's degree	1	(5)	3	(15)
Over two years college	2	(10)	-	(-)
Two years college or less	1	(5)	-	(-)
High school graduate	-	(-)	-	(-)
Other	1	(5)	-	(-)
Total	20	(100)	20	(100)

Industrial teachers, 20 percent had less than a bachelor's degree while no Vocational Agriculture teachers within the sample fell into this category.

TABLE 22. VOCATIONAL TEACHING AS SOLE MEANS OF SUPPORT

Answer	Type of Vocational Teacher: T&I Teacher N	T&I Teacher %	Vo-Ag Teacher N	Vo-Ag Teacher %
Yes	9	(45)	11	(55)
No	11	(55)	9	(45)
Total	20	(100)	20	(100)

VOCATIONAL TEACHERS' MEANS OF SUPPORT

As illustrated in Table 22, nine Trade and Industrial teachers (45 percent) indicated that teaching vocational education was their sole source of income and eleven Vocational Agriculture teachers (55 percent) responded in a similar manner. Thus, eleven (55 percent)

TABLE 23. OTHER SOURCES OF INCOME FOR VOCATIONAL TEACHERS

Job Categories	Type of Vocational Teacher: T&I Teacher N	T&I Teacher %	Vo-Ag Teacher N	Vo-Ag Teacher %
Farming	2	(18)	7	(78)
Construction	-	(-)	-	(-)
Other	9	(82)	2	(22)
Total	11	(100)	9	(100)

of the Trade and Industrial teachers and nine (45 percent) of the Vocational Agriculture instructors within the sample acknowledged other sources of income. Of those in the latter category, seven of the Vocational Agriculture teachers engaged in farming while the remaining two engaged in other occupations (see Table 23). Two Trade and Industrial instructors supplemented their income by farming, none engaged in construction, and nine engaged in other occupations.

NUMBER OF YEARS IN PRESENT POSITION

Data summarized in Table 24 indicate that the majority of Vocational Agriculture teachers had occupied their present position four years or less. To a lesser extent, the same is true for Trade and Industrial teachers, although one-fourth of the latter group had served in their current position for five to nine years. The administrators within the sample displayed a similar pattern in that the largest cohort (37.5 percent) was located in the one to four year category, and the second highest percentage (30 percent) was located in the ten or more years category.

TABLE 24. TOTAL NUMBER OF YEARS IN PRESENT SCHOOL AS VOCATIONAL EDUCATION TEACHER OR ADMINISTRATOR

Number of Years in Present Position	Position T&I Teacher		Vo-Ag Teacher		Administrator	
	N	%	N	%	N	%
Under one	1	(5)	2	(10)	7	(17.5)
1-4	8	(40)	11	(55)	15	(37.5)
5-9	5	(25)	1	(5)	6	(15)
10 or more	6	(30)	6	(30)	12	(30)
Total	20	(100)	20	(100)	40	(100)

TOTAL NUMBER OF YEARS IN CURRENT TYPE OF POSITION ANYWHERE

On the basis of data summarized in Table 25 it appears that Vocational Agriculture teachers in the sample had greater tenure in vocational teaching than did Trade and Industrial instructors. Fully 60 percent of the Vocational Agriculture teachers had been in the vocational teaching field ten years or more. In contrast, 55 percent of the Trade and Industrial teachers had engaged in vocational teaching from one to nine years. Of the 40 administrators included in the sample, 30 (75 percent) had served in some administrative school capacity for ten years or longer.

TABLE 25. TOTAL NUMBER OF YEARS IN VOCATIONAL EDUCATION OR ADMINISTRATIVE POSITION ANYWHERE

Total Number of Years in Position	Type of Position: T&I Teacher		Vo-Ag Teacher		Administrator	
	N	%	N	%	N	%
Under one	1	(5)	-	(-)	1	(2.5)
1 - 4	5	(25)	5	(25)	6	(15)
5 - 9	6	(30)	3	(15)	3	(7.5)
10 or more	8	(40)	12	(60)	30	(75)
Total	20	(100)	20	(100)	40	(100)

WORK LOCATION

Each vocational teacher was asked to indicate his classroom and shop location in relation to the main school plant. Responses are summarized in Table 26. Although the modal response for Trade and Industrial instructors was "centrally located in main building" (35 percent), 55 percent were located in a separate building. In contrast,

TABLE 26. VOCATIONAL CLASSROOM AND SHOP LOCATION

Location in Relation to Main High School Building	Type of Vocational Teacher T&I Teacher N	%	Vo-Ag Teacher N	%
Central in main building	7	(35)	-	(-)
Isolated location in main building	2	(10)	6	(30)
Separate building one block or less away	5	(25)	10	(50)
Separate building over one block away	6	(30)	4	(20)
Total	20	(100)	20	(100)

no Vocational Agriculture teacher in the sample was centrally located, and 70 percent reported their classroom and shop location to be in a separate building. The modal response of Vocational Agriculture instructors was "in a separate building one block or less away" (50 percent).

CONTACT OF VOCATIONAL TEACHER WITH ADMINISTRATORS

In conjunction with the above, vocational teachers were asked to indicate whether they felt the extent of their contact with administrators was sufficient or insufficient. Of the Trade and Industrial teachers, only two (10 percent) felt that such contact was insufficient and one (5 percent) indicated that too much contact existed. The remaining 17 teachers in the sample (85 percent) felt that contact with administrators was sufficient. Seventy-five percent of the school administrators asked to evaluate the Trade and Industrial Education program agreed with the majority of Trade and Industrial teachers, but five of the administrators (25 percent) indicated that contact with Trade and Industrial instructors was insufficient. In comparison, only 5 percent of the administrators in the sample indicated that contact with Vocational Agriculture instructors was insufficient. Fully 95 percent of the Vocational Agriculture teachers agreed. One Vocational Agriculture teacher indicated that contact with administrators was excessive.

TABLE 27. ADEQUACY OF CONTACT BY VOCATIONAL TEACHERS WITH ADMINISTRATORS

Extent of Contact	T&I Teachers N	T&I Teachers %	T&I Adms. N	T&I Adms. %	Vo-Ag Teachers N	Vo-Ag Teachers %	Vo-Ag Adms. N	Vo-Ag Adms. %
Insufficient	2	(10)	5	(25)	1	(5)	1	(5)
Sufficient	17	(85)	15	(75)	18	(90)	19	(95)
Too much	1	(5)	-	(-)	1	(5)	-	(-)
Total	20	(100)	20	(100)	20	(100)	20	(100)

CONTACT OF VOCATIONAL TEACHERS WITH STATE BOARD PERSONNEL

The final question directed to vocational teachers concerned contact with personnel from the State Department of Vocational Education. The modal response of both Trade and Industrial and Vocational Agriculture instructors was "sufficient contact" (95 percent and 90 percent respectively). Administrators evaluating Trade and Industrial Education agreed as did, to a lesser extent, administrators evaluating Vocational Agriculture teacher behavior. Three respondents in the latter position indicated they felt Vocational Agriculture instructors had insufficient contact with State Board personnel and three (15 percent) felt that such contact was excessive.

TABLE 28. ADEQUACY OF CONTACT BY VOCATIONAL TEACHERS WITH STATE BOARD PERSONNEL

Extent of Contact	Respondent T&I Teachers N	%	T&I Adms. N	%	Vo-Ag Teachers N	%	Vo-Ag Adms. N	%
Insufficient	1	(5)	2	(10)	2	(10)	3	(15)
Sufficient	19	(95)	18	(90)	18	(90)	14	(70)
Too much	-	(-)	-	(-)	-	(-)	3	(15)
Total	20	(100)	20	(100)	20	(100)	20	(100)

At the outset of the current investigation, a select number of the attributes described above were selected as control variables to provide several types of analyses of vocational teacher responses. Unfortunately, the sample employed proved to be of insufficient size to allow a breakdown of responses by economic region, school size or any of the personal attributes previously described. These attributes do allow, however, a thorough inspection of the sample and thus provide added information useful and pertinent to the present study. By noting possible sample bias, the responses to the various inventories can be placed in proper context, and unfounded generalization may be avoided.

CHAPTER IV

DISCUSSION

Results of the investigation are now presented in terms of the research questions explored and the hypotheses stated earlier. By viewing first- and second-order cognitions within the role theory framework, inferences about potential and actual role conflict may be posited.

A number of limitations applying to the current investigation should now be mentioned: (a) great reliance is placed upon the questionnaire technique which is susceptible to numerous types of bias. Validity of results is dependent upon the extent to which respondents accurately report their actual beliefs. Results may not reveal actual beliefs since they are inferred from reported cognitions. (b) the sample is not sufficiently large to permit broad definitive generalizations. (c) the population selected for this study is admittedly a select one that may possess unique parameters when compared to other populations.

To compensate for these limitations insofar as possible, the following procedures were employed: the questionnaire technique was supplemented with open-ended interviews; generalizations beyond the sample were tentative; uniform procedures by a single field worker sought to elicit uniform results; and at least two sets of statistical operations were employed to increase confidence in the final results.

First-Order Activity Cognitions and Normative Expectations of Two Legitimate Counter-Roles

The research hypotheses that activity cognitions held for vocational teacher behavior by two legitimate counter-roles (State Board personnel and local school administrators) will differ significantly were affirmed. In response to the twelve stimulus items, administrators and State Board personnel who evaluated the behavior of Vocational Agriculture teachers disagreed a total of eight times. Two items were significant at the .001 level (items 9 and 12). In response to 75 percent of these items, State Board personnel indicated significantly more activity for Vocational Agriculture teachers than did administrators. Although all content categories contained items that elicited significant disparities, those comprising "Methods and Procedures of Instruction" produced less disagreement than any other category. Administrators and State Board personnel who evaluated Trade and Industrial teacher behavior, disagreed in response to five of the twelve items employed to elicit first-order activity cognitions. Again, items referring to "Methods and Procedures of Instruction" produced the least disparity of opinion among the two counter-roles. Of the five items that detected disparate cognitions, two were significant at the .05 level and the remaining three at the .001 level of probability (items 2, 4, and 9). In response to three items (2, 4, and 9), State Board personnel indicated that Trade and Industrial teachers engaged in significantly more activity than indicated by school administrators.

The hypothesis that significant differences exist between normative expectations of State Board personnel and local administrators was also established, though to a lesser degree than the hypothesis concerning activity cognitions. When asked to evaluate what Vocational Agriculture teachers should do, administrators and State Board personnel revealed disparate expectations in six of the twelve stimulus items. In each case State Board personnel held significantly higher expectations for Vocational Agriculture teachers than did administrators. All content categories were involved with the exception of "Seeking In-Service Professional Development." Thus, the only item revealing divergent expectations but did not elicit disparate activity cognitions was "Keep equipment up to date" (item 7). The disparity, however, was due to the extremely rigorous expectation of State Board personnel. With two exceptions, all items revealed greater expectations than activity cognitions on the part of both counter-roles. The exceptions were in response to items 5 ("Have a lower class load than non-vocational teachers") and 9 ("Paid more than others with comparable training") where the activity cognitions of administrators approached a score of 1 to a greater extent than did their expectations level.

When the expectations for Trade and Industrial teachers by administrators and State Board personnel were compared, significant disagreement was found in response to four of the twelve stimulus items. Three disparities (items 2, 5, and 9) were significant at the .001 level. All disparities were contained within two content categories: "Working Conditions and Financial Arrangements," and "Seeking In-Service Professional Development." Except for items 5 ("Obtain parents' opinion on what is to be taught") and 9 ("Paid more than others with comparable training") expectations exceeded activity cognitions held by both counter-roles. Item 5 was also one of two stimulus items that elicited higher activity cognition responses from administrators than from State Board personnel.

Thus, the following research hypotheses were accepted:

(a) Activity cognitions of the State Board personnel will differ significantly ($p<.05$) from activity cognitions of local school administrators.

(b) Normative expectations of the State Board personnel will differ significantly ($p<.05$) from normative expectations of local school administrators.

The null hypotheses, positing no differences between the activity cognitions and the normative expectations of administrators and State Board personnel, were rejected.

Second-Order Activity Cognitions and Normative Expectations of Vocational Teachers

The third hypothesis states that vocational teachers will attribute significantly different activity cognitions to State Board personnel and to local school administrators. Two approaches were possible in assessing the validity of this hypothesis within the framework of the investigation. The first alternative was to ascertain whether or not the focal role correctly estimated the cognitions of administrators. Vocational Agriculture teachers accurately do so for nine of the twelve stimulus items. When asked to estimate the activity cognitions of State Board personnel, however, Vocational Agriculture instructors were significantly accurate on only three items. Trade and Industrial teachers correctly estimated administrators' responses to nine of the twelve items eliciting administrators' activity cognitions, and were accurate in estimating State Board personnel responses to five of the twelve items.

When estimating normative expectations held by administrators, Vocational Agriculture teachers within the sample were accurate in all twelve items. When estimation was shifted to State Board personnel responses, Vocational Agriculture instructors were correct in seven of the twelve items. Trade and Industrial teachers indicated an accurate awareness of administrators' expectations in response to six of the twelve stimulus items and to nine of the items when estimating State Board personnel expectations.

Such comparisons do reveal that Vocational Agriculture teachers were more accurate in their estimation of expectations than of activity cognitions, and were apparently more aware of administrators' cognitions and expectations than those of State Board personnel (this pattern did not emerge from Trade and Industrial teachers' responses). Such comparisons, however, did not contain direct implications for the hypothesis that states vocational teachers will attribute significantly different cognitions to each counter-role. If the above approach was the only one employed, the hypothesis would be tested only be inference and implication.

A second method of analysis which directly pertained to the hypothesis involved a test of significant difference between the cognitions attributed to administrators and those attributed to State Board personnel by the vocational teachers. The analysis employed in Table 10 indicates the extent to which Vocational Agriculture teachers attributed disparate cognitions to the two legitimate counter-roles. In response to seven of the twelve stimulus items, Vocational Agriculture teachers attributed disparate activity cognitions to administrators and State Board personnel. When asked to estimate normative expectations of the two groups, Vocational Agriculture instructors estimated disparities existed in seven of the items. Thus, Vocational Agriculture teachers attributed significantly different activity cognitions and normative expectations to State Board personnel and local school administrators in 58 percent of the stimulus items, and in every case the most rigorous cognitions were attributed to State Board personnel. In identical fashion, Trade and Industrial teachers indicated that administrators and State Board personnel held disparate cognitions for 58 percent of the items concerning teacher behavior (Table 17). Thus, the hypothesis stating that vocational teachers will attribute significantly different activity cognitions to State Board personnel and to local school administrators is established. Likewise, the hypothesis stating that vocational teachers will attribute significantly different normative expectations to State Board personnel and to school administrators is affirmed.

The above hypotheses are satisfied because vocational teachers within the sample did in fact attribute conflicting cognitions to two legitimate counter-roles. A question remained, however, concerning whether or not the vocational teachers were justified in assuming the existence of such disparities. By testing the differences between the cognitions of administrators and those of State Board personnel and comparing the results with the second-order cognitions of vocational teachers, it was determined that instructors were often correct in their estimations concerning disparate cognitions.

In response to "Maintain up to date job placement records" (item 2), "Deal with influential community members more than other teachers" (item 3), "Obtain parents' opinion on what is to be taught" (item 5), "Keep teaching methods up to date" (item 10), and "Are active in professional and educational groups" (item 12), State Board personnel and administrators evaluating Vocational Agriculture teacher behavior reported significantly different activity cognitions (Table 5) and Vocational Agriculture instructors correctly predicted the presence and direction of each disparity (Table 10). Three significant differences of which teachers were apparently unaware were contained in items 4 ("Have a lower class load than non-vocational teachers"), 8 ("Develop good relations with non-vocational teachers"), and 9 ("Paid more than others with comparable training"). It may be noted that items 4 and 9 were the only instances where administrators attributed higher activity levels to Vocational Agriculture teachers than did State Board personnel. Also, in response to items 1 ("Use different instructional methods") and 6 ("Keep content of courses up to date") Vocational Agriculture teachers attributed disparate cognitions to the two counter-roles when, in fact, no disparities were elicited from State Board personnel and administrators by the VTA-1 instrument.

When first-order normative expectations (VTN-1) of State Board personnel and local school administrators were compared, six of the twelve stimulus items elicited significant differences (Table 5). Vocational Agriculture instructors accurately estimated five of the disparities (Table 10) and the direction of the disparities. The only cognitive conflict of which they were not cognizant occurred in response to item 10 ("Keep teaching methods up to date"). In contrast, Vocational Agriculture teachers incorrectly attributed disparate expectations for the behaviors outlined in items 4 ("Have a lower class load than non-vocational teachers") and 12 ("Are active in professional and educational groups"). In general, fourteen significant disparities existed in the responses of school administrators and State Board personnel. Vocational Agriculture instructors correctly estimated ten of them, were unaware of four disparities, and mistakenly attributed four such differences to the two respondent counter-roles.

Identical analysis of responses concerning Trade and Industrial Education revealed that in response to five of the twelve stimulus items, administrators and State Board personnel held disparate activity cognitions (Table 12). Trade and Industrial teachers accurately predicted such differences for "Attend short courses to update knowledge" (item 2), "Deal with influential community members more than other teachers" (item 3), "Have a lower class load than non-vocational teachers" (item 5), and "Paid more than others with comparable training" (item 9). Teachers were, however, incorrect in estimating the direction of disparity for items 3 and 5 for within those items administrators attributed more activity to Trade and Industrial teachers than did State Board personnel. The disparity that Trade and Industrial instructors failed to estimate occurred in response to item 4 ("Have objective to train non-college oriented students"). In response to items 1 ("Use different instructional methods"), 6 ("Keep equipment up to date") and 7 (Maintain up to date job placement records") Trade and Industrial teachers incorrectly attributed disparate cognitions to the two counter-roles (Table 17).

A comparison of first-order normative expectations of State Board personnel and administrators revealed four of the twelve items elicited significant differences (Table 12). Trade and Industrial teachers accurately estimated two of the disparities (items 5 and 9), were unaware of two (items 2 and 10) and incorrectly attributed disparate expectations to "Deal with influential community members more than other teachers" (item 3), "Keep equipment up to date" (item 6), "Maintain up to date job placement records" (item 7), "Work to improve image of field in community" (item 11) and "Seek state office guidelines on program" (item 12). Overall nine significant disparities existed in the responses of State Board personnel and local school administrators. Trade and Industrial teachers accurately attributed the existence of six such disparities, correctly estimated the direction of three, were unaware of three disparities, and incorrectly attributed eight such differences to the two respondent counter-roles. A comparison of ascribed disparities by each type of vocational teacher revealed that Vocational Agriculture teachers were more accurate in estimating the existence and direction of actual disparities than were Trade and Industrial instructors. Vocational Agriculture teachers were fully accurate in 71 percent of their estimations of counter-role cognitions while Trade and Industrial teachers achieved a 21 percent level of accuracy.

In general, local administrators and State Board personnel held disparate cognitions in response to a significant number of the twelve stimulus items. In support of hypotheses (c) and (d), vocational teachers were not only aware of many actual disparities, but assumed such differences existed to an even greater degree.

Job Satisfaction

Although no specific hypotheses are concerned with job satisfaction as such, analyses were employed to determine if disparity of cognitions attributed to administrators and State Board personnel substantially affected job satisfaction of vocational teachers. The item by item analysis of teacher satisfaction scores in comparison with vocational teachers' second-order cognitions revealed that for Trade and Industrial teachers, job satisfaction was not significantly affected by perceived counter-role disparate cognitions. In contrast, Vocational Agriculture teachers, who were more aware of actual counter-role conflict, were also more sensitive to such conflict in relation to job satisfaction. Whenever Vocational Agriculture instructors estimated disparities between State Board personnel's expectations and administrators' expectations, job satisfaction scores declined. When the teachers' assumed State Board personnel activity cognitions and normative expectations conflicted with the activity cognitions and normative expectations of local administrators, job satisfaction dropped even lower. Ascribed disparities between counter-role activity cognitions, however, produced no significant difference in job satisfaction for Vocational Agriculture teachers.

Legitimacy Ascription by Vocational Teachers

The final hypothesis of the investigation states that when vocational teachers have ascribed disparate cognitions to local school administrators and State Board personnel, they will ascribe legitimacy to both counter-roles. There are two possibilities that could conceivably establish the null hypothesis and reject the research hypothesis. First, vocational teachers could have indicated that within the framework of the twelve stimulus items, either administrators and/or State Board personnel were not legitimate counter-roles, i.e. either one or both groups did not have the right to expect a vocational teacher to engage in designated activities. A second possibility for rejecting the research hypothesis would be that teachers may have ascribed legitimacy to both counter-roles, and failed to perceive the legitimate counter-roles as possessing conflicting expectations for vocational teacher behavior. The following discussion reveals that both of these possibilities failed to become feasible alternatives and that the research hypothesis is accepted.

Within the Sutker, et. al. study, vocational teachers were supplied 70 stimulus items and in each item were asked to indicate persons to whom they would ascribe legitimacy. The instrument included the following roles from which vocational teachers could select legitimate counter-roles: non-vocational teachers, non-vocational students, vocational students, parents of vocational students, counselors, administrators, State Board personnel, local school board members, prospective employers of students, other vocational teachers, and interested community groups. The findings revealed that "only three of these eleven counter-roles were given significant ascriptions of legitimacy by the ...vocational teachers. Administrators clearly dominated the field with State Board personnel coming next" (123). As mentioned earlier, the current investigation has employed only those items wherein vocational teachers specifically ascribed legitimacy to State Board personnel and local school administrators. Thus, within the framework of these twelve stimulus items, the possibility that vocational teachers do not perceive both counter-roles as legitimate does not appear plausible.

The second rival proposition, which states that vocational teachers may have ascribed legitimacy to both counter-roles but failed to perceive disparate cognitions of counter-roles, is also rejected as illustrated by the data in Tables 10 and 17. In response to seven of the twelve items, Vocational Agriculture teachers ascribed disparate activity cognitions to State Board personnel and administrators. Likewise, seven items elicited ascribed disparities of counter-role expectations. Thus, in response to ten of the twelve stimulus items, Vocational Agriculture teachers attributed disparate activity cognitions and/or normative expectations to State Board personnel and local school administrators (Table 10). An identical pattern emerged from Trade and Industrial teacher responses with the exception that nine of the twelve stimulus items elicited ascribed disparate counter-role activity cognitions and/or normative expectations. Thus, for each of the twelve stimulus items employed in the present study, vocational teachers ascribed legitimacy to State Board personnel and local school administrators, and within a majority of the items, vocational teachers attributed conflicting activity cognitions to the two counter-roles. The data, therefore, indicates that the final research hypothesis is acceptable:

> When vocational teachers have ascribed disparate cognitions (norms and/or expectations) to local school administrators and to State Board personnel, they will ascribe ($p < .05$) legitimacy to both counter-roles.

The null hypothesis is rejected.

Potential and Actual Role Conflict for Vocational Teachers

A consideration of potential role conflict for any specified focal role may legitimately focus upon any of a number of disparities. As mentioned previously, an analysis of intra-group disparities may consider conflicting activity cognitions and/or normative expectations held by a single counter-role or any described focal role. Likewise, an analysis of potential role conflict may investigate inter-group disparities between a single counter-role and focal role, or between several counter-roles. The current investigation has, on one level, described potential role conflict by determining disparate activity cognitions and normative expectations between two counter-roles and between each counter-role and the described focal role. The previous discussion concerning first-order activity cognitions and normative expectations of State Board personnel and school administrators described potential role conflict. Likewise, the data concerning vocational teachers' first-order activity cognitions and normative expectations as compared to first-order cognitions of State Board personnel and as compared to first-order cognitions of school administrators provide useful analyses concerning areas of potential role conflict.

A study of actual role conflict, however, must analyze the cognition disparities of two legitimate counter-roles as perceived by a designated focal role. Within the present investigation, an analysis of actual role conflict was attempted by eliciting the perceptions of vocational instructors concerning the cognitions others held for vocational teacher behavior. The previous discussion concerning second-order activity cognitions vocational teachers attribute to State Board personnel and local school administrators described actual role conflict. In general, Vocational Agriculture teachers slightly overestimated counter-role disparities concerning normative expectations, and to some degree underestimated counter-role disparities concerning activity cognitions. To a greater extent, Trade and Industrial Education teachers overestimated counter-role disparities for both activity cognitions and normative expectations. However, Trade and Industrial teachers' perceptions of both activity cognitions and normative expectations held by State Board personnel were more accurate than the perceptions held by Vocational Agriculture instructors. Both types of vocational teachers were more accurate in estimating the activity cognitions held by administrators than when asked to estimate the activity cognitions of State Board personnel. In contrast, Vocational Agriculture teachers were significantly more accurate in their estimations of administrators' normative expectations than administrators' activity cognitions, while the reverse was true for Trade and Industrial teachers. The inaccuracy of Trade and Industrial teachers' estimations of administrators' expectations may be linked to the results in Table 13 which indicated Trade and Industrial instructors and administrators were somewhat more likely to hold disparate expectations than disparate activity cognitions. The proportion of actual disagreement between the two respondent groups, however, is very slight. Trade and Industrial teachers within the sample vastly overestimated this particular disparity.

The data also indicated that potential role conflict on the activity cognition and/or normative expectation level was not an adequate predictor of job satisfaction. Even perceived conflict on the activity cognition level did not significantly reduce job satisfaction. This was also true for perceived disagreements concerning normative expectations. A significant correlation between job satisfaction and role conflict was revealed only when Vocational Agriculture teachers attributed disparity to the counter-roles on both activity cognitions and normative expectations within a single stimulus item. It should also be noted, however, that even in items where both potential and actual role conflict was present, vocational teachers indicated a relatively high degree of job satisfaction. These findings indicate, for respondents within the sample, actual role conflict had to reach an extremely high level to affect job satisfaction, and even then such effects were minimal.

CHAPTER V

SUMMARY OF CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

The empirical objectives of the study were: to define substantive areas of interactions between vocational teachers, State Board for Vocational Education personnel, and local school administrators; to define potential role conflicts for vocational teachers arising from these interactions; to define areas of actual role conflict for vocational teachers arising from these interactions; and to assess the impact of perceived conflict upon vocational teacher job satisfaction. A related theoretical objective was to investigate the possible existence of dual allegiance in vocational teacher reactions to role conflict, and thereby add to the general knowledge of role theory and extend this type of analysis to the study of bureaucratic organizations.

This chapter contains a statement of the conclusions drawn from the data which were examined in relation to the above objectives.

Conclusions Regarding Activity Cognitions and Normative Expectations for Vocational Teacher Behavior

Significant disparities exist between vocational teachers and the two counter-roles to which they have ascribed legitimacy. Inter-group disparities between administrators and State Board personnel were somewhat higher when evaluating Vocational Agriculture teacher behavior than when asked to evaluate the behavior of Trade and Industrial instructors. Inter-group disparities were also more frequent between Vocational Agriculture teachers and administrators than were disparities between Trade and Industrial teachers and administrators. In contrast, State Board personnel and Vocational Agriculture instructors were more likely to hold congruent activity cognitions and normative expectations than were Trade and Industrial instructors and their respective State Board personnel. The cognitions held by State Board personnel in general were frequently in conflict with those of administrators and of teachers because of extremely rigorous expectations and demands held by members of the State Board for vocational teacher behavior.

Two types of conflicting cognitions--inter-group disparities between cognitions of two legitimate counter-roles and inter-group disparities between cognitions of the focal role and one of the legitimate counter-roles--combined to form a significant amount of potential role conflict for vocational teachers. In summary, for Vocational Agriculture instructors, greatest potential role conflict occurred: (a) in response to first-order activity cognitions; (b) when cognitions of administrators were compared with those of State Board personnel; (c) in response to items concerning "Curriculum Content and General Objectives." Greatest potential conflict for Trade and Industrial teachers occurred: (a) in response to first-order activity cognitions; (b) in those instances where cognitions of State Board personnel cognitions were compared with those of administrators; (c) in response to items concerning "Working Conditions and Financial Arrangements" and "Seeking In-Service Professional Development." The least potential for conflict for Vocational Agriculture teachers occurred when their expectations were compared to those of State Board personnel and when the items were concerned with "Seeking In-Service Professional Development." For Trade and Industrial teachers, least potential conflict occurred when their activity cognitions were compared with those of local administrators, and when the stimulus items were concerned with "Methods and Procedures of Instruction."

Role Conflict Ascribed to Counter-Roles by Vocation Teachers

Vocational teachers ascribed a significant number of conflicting cognitions to State Board personnel and local school administrators. Both Trade and Industrial teachers and Vocational Agriculture instructors estimated that in response to seven of the twelve stimulus items, the two counter-roles held disparate activity cognitions and normative expectations. In general, Vocational Agriculture instructors were most accurate in describing activity cognitions and normative expectations of administrators--the counter-role with which Vocational Agriculture teachers disagreed most. Although Vocational Agriculture instructors and State Board personnel held highly congruent cognitions, the teachers' responses indicated such congruency was not perceived, and thus, Vocational Agriculture teachers were unable to accurately estimate the cognitions held by State Board personnel. An analysis of these disparities indicated that Vocational Agriculture teachers consistently overestimated the activity ascribed to them by State Board personnel and overestimated the expectations held by State Board personnel for teacher behavior.

Trade and Industrial teachers indicated a high degree of awareness concerning the activity cognitions held by local school administrators. Likewise, Trade and Industrial instructors within the sample were accurate in estimating the expectations of State Board personnel. In contrast, they were often incorrect in estimating the normative expectations held by school administrators even though the two groups held similar first-order expectations for teacher behavior. Likewise, Trade and Industrial instructors were inaccurate in describing activity cognitions held by State Board personnel. The direction of such disparities indicated that Trade and Industrial teachers overestimated the degree of activity ascribed to them by State Board personnel.

In general, personnel of the State Department for Vocational Education and local school administrators were somewhat more likely to hold congruent expectations than activity cognitions. Both Vocational Agriculture and Trade and Industrial teachers did not estimate this to be the case. Also, cognitions held by administrators and State Board personnel indicated that potential role conflicts confronting Vocational Agriculture teachers were more numerous than potential conflicts confronting their Trade and Industrial counterparts. Nonetheless, both types of vocational teachers ascribed an equal number of disparities to counter-role cognitions, indicating that Trade and Industrial teachers perceived as much role conflict in their position as did Vocational Agriculture instructors.

Conclusions Regarding Methodology

The methodological approach employed within this study provides analysis of potential or structural role conflict and its relationship to perceived or actual role conflict. Potential role conflict may be adequately investigated via a social system approach as exemplified by the study conducted by Sutker, Egermeier, and Twyman. Actual role conflict, however, cannot be explored directly when only a structural or systems approach is employed. Considering the techniques currently available to social scientists the actual presence of felt conflict can only be revealed by respondent's second-order cognitions. A technique employing structural probes, i.e. first-order cognitions, in conjunction with an analysis of perception, i.e. second-order cognitions, allows a means of operationalizing the study of potential and perceived role conflict on a continuum ranging from intense potential and/or actual conflict where disparities exist between both activity cognitions and normative expectations to very low (potential and/or actual) conflict where agreement exists between activity cognitions and normative expectations. The methodological approach outlined above should be used for replication studies to assess the effects of the unique patterns of vocational education in Oklahoma. Historically, agriculture has been a very important sector of the economy of the state, and Vocational Agriculture has been the predominant form of vocational education. Trends toward increasing urbanization and academic education may offer significant changes which could be traced by longitudinal studies employing similar methodological approaches. Certain methodological problems, however, should now be mentioned: within the current study, great reliance was placed upon the questionnaire technique; the sample was not sufficiently large to permit broad generalization; the population was a select one that may possess unique parameters when compared to other populations; and numerous types of bias may have been introduced by experimenter, respondent, and questionnaire. Attempts were made to overcome such problems: the questionnaire technique was supplemented with lengthy open-ended interviews; generalization beyond the sample was cautious and tentative; uniform procedures by a single field worker sought to elicit uniform results; and at least two sets of statistical operations were employed to increase confidence in the final results. Thus, with stringent controls, identical methods employed to investigate other populations, organizations and systems of interaction would provide comparable findings in other areas which may ultimately provide a degree of uniformity to studies involving many diverse segments and institutions of society.

Implications Concerning Bureaucratic Organization

Results of the current study offer support to the tenet that modern bureaucracies may be evolving into forms essentially different from Weber's ideal type. The present investigation elicited data that revealed a bureaucratic structure without a clear-cut chain of command inherent within the organization. For vocational teachers within the Oklahoma system, two legitimate spheres of authority exist which are counter-balanced and to which the teachers are responsible. The argument that such a system would create unbearable conflict seems invalid. Although vocational instructors perceived substantial conflict between their two types of supervisors, job satisfaction remained relatively high and respondents indicated that the present system was the most practical in terms of organizational adaptation and integration. In response to the question, "Does the vocational teacher need both a State Department for Vocational Education and a local school administration for his own professional security and satisfaction?" 38 vocational teachers indicated strong affirmative replies. Only two vocational teachers indicated that such a dual authority system was unnecessary. When asked if the present system was the best type of organization possible, 36 vocational teachers responded affirmatively. Twelve vocational instructors offered significant suggestions for improvement, but only four teachers indicated a different type of organizational arrangement would be desirable.

Many vocational teachers indicated that a multiple-authority system possessed several co-ordinative advantages. One Trade and Industrial teacher stated:

> A state department can co-ordinate the vocational programs state-wide and that's definitely necessary. On the other hand, a local school administration helps get you oriented to community needs, and that's what we are here for.

A Vocational Agriculture teacher responded similarly:

> The State Department knows the subject; they keep us up to date on improvements in our field and help us out with problems like that. But someone has to be in charge of the local school system, keep all the teachers working together, pay you your salary and things like that. There's no doubt--you've got to have both.

A Trade and Industrial teacher indicated that the trends to consolidation of schools and the growth of large communities were important factors:

> Both groups are definitely needed, especially in larger communities. In the past, teachers in small towns could probably get by without the State Department, but today, there's too much progress to get by like that.

A number of respondents also indicated security advantages within the present system. Many vocational instructors expressed some fear that one authority group could be abusive in the absence of the other. This feeling was commonly shared even though both the State Department and local school administrations can legally issue sanctions only on a rational performance basis. Thus, although vocational teachers ascribed significantly different expectations for teacher behavior to State Board personnel and administrators, they defended the multiple authority system and expressed a high degree of job satisfaction. Purcell (124) reported identical results in a descriptive account of Chicago stockyard workers and Drucker (125) hypothesized that "twin allegiance" was the only solution to the problem of role conflict experienced by industrial workers.

Within the present investigation, the interview with each vocational teacher was ended with the following question:

> If a disagreement emerged between the State Department for Vocational Education and your local administration, and the disagreement involved you only indirectly, would you be likely to take sides, and if so, which side?

Of forty respondents, three vocational teachers stated they would always support one specific counter-role. The majority of vocational teachers indicated they would make their opinion known to both parties and support the one that would further their own professional interests. As one Trade and Industrial teacher stated:

> I couldn't definitely say which side I would support...I would express my opinion and then side with whoever would enhance my program.

A Vocational Agriculture teacher responded in the following manner:

> First, I would express my opinion; then I wouldn't take sides unless that was necessary. If that did happen, I would have to take sides with the one that agreed with me.

Such responses tend to support Pugh's concept of role activation, which indicates that even when

> ...all expectations are perceived as legitimate obligations, ...their relevancies and priorities in a particular situation are challenged. The conflict is over which expectations should be activated, and in what way, in relation to the particular problem situation (126).

For vocational teachers, the priority of conflicting expectations is based not on hierarchical authority, but upon professional interests. This type of orientation is similar to the reaction of many professionals working within bureaucratic structures (see pages 22-23). If the vocational teacher views the local administrator as possessing a greater degree of professional knowledge about a specific teacher activity, the instructor is likely to support the administrator if a counter-role conflict arises. Within other situations, the teacher may view State Board personnel as more knowledgeable about the vocational program and support would be given that counter-role in case of conflict.

In summary, vocational teachers ascribed legitimacy to two counter-roles in each of the twelve stimulus items employed in the study. They also ascribed a significant number of disparate activity cognitions and normative expectations to State Board personnel and local school administrators. Such ascribed conflict had little influence upon job satisfaction and vocational teachers indicated strong support of the present organization. Many vocational instructors revealed the use of role activation in cases of counter-role conflict, and such activation seemed to be based upon professional interests instead of according to some hierarchical authority structure.

To some degree the results elicited within this investigation support the contention by Bennis that modern bureaucracies should be viewed as organic rather than mechanistic entities wherein decisions are made "in response to a specific problem rather than to programmed role expectations" (127). Also, legitimate counter-roles are "differentiated not vertically, but according to skill and professional training" (128). To state that "bureaucracy is dead" is too extreme; to state that "our concept of bureaucracy needs modification" may be appropriate. To explore this possibility, further research is needed. Examples of other institutions in which multiple allegiance may exist include organizations simultaneously supported by numerous governmental departments, industrial workers located within various types of corporations and concurrently affiliated with labor unions, and educational personnel possessing close ties with private, industrial, and professional associations.

Recommendations Concerning State Board Personnel

A comparison of cognitions of State Board personnel with cognitions held by administrators and by vocational teachers revealed several important results. Perhaps the most important result to emerge from inter-group comparisons was the fact that although State Board personnel held moderate activity cognitions for vocational teacher behavior, expectations of State Board personnel for Trade and Industrial teachers were often unrealistically high. For example, when counter-role expectations for Trade and Industrial teachers were compared, expectations of State Board personnel exceeded those of administrators in response to every stimulus item, with differences significant at the .05 level in four comparisons. Expectations of State Board personnel exceeded expectations of Trade and Industrial teachers in identical fashion.

A completely different pattern emerged from responses concerning Vocational Agriculture teacher behavior. Activity cognitions of State Board personnel were often higher than those of administrators and somewhat lower than those of Vocational Agriculture teachers. Normative expectations of State Board personnel often exceeded the expectations of administrators and were usually congruent with expectations indicated by Vocational Agriculture instructors. Investigation of State Board personnel responses indicate that expectations for Trade and Industrial teacher behavior was often significantly higher than expectations held for Vocational Agriculture teachers.

Generally, the greatest potential role conflict for Trade and Industrial teachers was due to the exceedingly rigorous cognitions of State Board personnel. Possible means of conflict reduction include a reassessment concerning the general goals of Trade and Industrial Education among members of the State Department. Such evaluation and long-range programming seems vital, for many respondents indicated they conceived of Trade and Industrial Education as a program for students unlikely to continue their formal education beyond high school, while other respondents perceived some vocational programs as geared to the college-oriented student. The future role of Trade and Industrial Education should be clearly delineated and communicated to all interested groups. Other means of alleviating potential role conflict depend upon a reduction of expectations held for Trade and

Industrial teacher behavior and increased attempts by State Board personnel to engage in further cooperative efforts with the teachers and their respective school administrators.

Generally, State Board personnel and Vocational Agriculture teachers hold congruent cognitions concerning teacher behavior, but Vocational Agriculture instructors were often unaware of such agreement. Personnel of the State Department for Vocational Education should endeavor to communicate this in professional improvement meetings and annual workshops.

Recommendations Concerning School Administrators

Local administrators and Trade and Industrial teachers included within the sample held highly congruent activity cognitions and normative expectations concerning teacher behavior. Such congruency is partially a result of the day to day contact between the two groups and the relative absence of traditionally strong affiliations with the State Department of Vocational Education. However, Trade and Industrial teachers consistently indicated lack of awareness of such agreement when asked to estimate expectations held by administrators. Trade and Industrial teachers indicated that communication with administrators were sufficient, but the above results imply this may not be true. Because of their unique relationships with teachers, superintendents and principals should initiate attempts to integrate Trade and Industrial Education into the general school curriculum and facilitate further communication with Trade and Industrial teachers. Thus, a set of mutually agreeable expectations concerning Trade and

Industrial teacher behavior could be evolved.

The data indicate that relationships with administrators have created numerous problems for Vocational Agriculture teachers. Inasmuch as disparities between these two respondent groups occurred with regularity, the potential for role conflict was relatively high. Because Vocational Agriculture teachers were often aware of these disparate cognitions, actual or perceived role conflict was also present. Because Vocational Agriculture teachers must relate to the local school system and are under direct supervision of school administrators, the conflict between these two groups should be alleviated or considerably lessened. Within this particular situation, a reduction of conflict would not automatically result from increased communication, nor from simple clarification of administrators' expectations. Communication appeared to be sufficient, and Vocational Agriculture teachers were aware of disparate counter-role cognitions. Unlike their Trade and Industrial counterparts, Vocational Agriculture teachers possess a long tradition of State Department support from which has evolved a reasonable set of expectations for teacher behavior. This interpretation is substantiated by the frequently conflicting cognitions observed between State Board personnel and school administrators.

The incongruity of cognitions concerning Vocational Agriculture teacher behavior may be partially due to the changing role of Vocational Agriculture in Oklahoma. At one time Vocational Agriculture teachers possessed a great amount of prestige within both the community and the school system. Today, however, the importance of agriculture programs in large communities is definitely decreasing. As a primary and legitimate counter-role, administrators can play an important role in determining the future potential of Vocational Agriculture programs. Thus, local administrators should initiate cooperative planning in conjunction with Vocational Agriculture teachers and State Board personnel in determining the future of Vocational Agriculture and its relationship to the curriculum of local school systems. Such action should aid in preventing further deterioration of administrator-teacher relationships.

Recommendations Concerning Vocational Teachers

As previously mentioned, the greatest potential role conflict for Trade and Industrial teachers was revealed when activity cognitions of State Board personnel were compared to the activity cognitions of the teachers themselves. Although Trade and Industrial teachers indicated that contact with personnel of the State Department was sufficient, difficulty was experienced in estimating the cognitions held by State Board personnel. Thus, although potential for role conflict was moderate, the conflict perceived by Trade and Industrial teachers was often relatively high. The rate of perceived conflict was partially a consequence of the fact that Trade and Industrial teachers were not cognizant of the high level of activity attributed to them by State Board personnel. Likewise, although Trade and Industrial teachers and school administrators held highly congruent cognitions, the former respondents were unable to accurately estimate many of the expectations of administrators and often assumed dissonance existed. Trade and Industrial teachers should therefore attempt to facilitate increased communication with both administrators and State Board personnel so that all groups involved can relate to a set of mutually agreeable expectations.

Cognitions of Vocational Agriculture teachers were often in conflict with those of administrators, and the former respondents were aware of such disparities. In contrast, although cognitions of Vocational Agriculture teachers were often congruent with those held by State Board personnel, Vocational Agriculture instructors were often unaware of such agreements. In general terms, Vocational Agriculture teachers were more cognizant of disparate cognitions than of congruent cognitions. As previously indicated, Vocational Agriculture instructors faced the majority of their role conflicts on the local school level and are under direct supervision of school administrators. Inasmuch as the role of future vocational programs may be drastically altered, Vocational Agriculture teachers should further attempt to become an integral part of the local school system. The vocational teacher possesses the advantageous position of a potential focal point for long-range programming in conjunction with administrators and State Board personnel.

Generally, the role conflicts faced by vocational teachers, unless extreme, do not seem to have a great effect on job satisfaction which may be due, in part, to the fact that the vocational teacher can activate the priority of State Board personnel expectations over administrators' expectations or vice versa. Within each situation, therefore, vocational teachers detect some degree of support from one of the two legitimate counter-roles and thus increase their sense of security. For these reasons, vocational teachers favor the current organizational structure involving federated systems of authority rather than a structure possessing a vertical chain of command.

FOOTNOTES

1. L. J. Neiman and J. W. Hughes. "The Problem of the Concept of Role--A Re-Survey of the Literature," Social Forces. XXX (1951), pp. 141-149.

2. Ralph Linton. The Study of Man. (New York: Macmillan Co., 1949), p. 114.

3. Talcott Parsons. The Social System. (Glencoe, Illinois: The Free Press, 1951), p. 25.

4. R. F. Bales. "Task Roles and Social Roles in Problem-Solving Groups." In Biddle, B. J., and Thomas, E. J. (Eds.), Role Theory: Concepts and Research. (New York: John Wiley and Sons, 1966), pp. 254-262.

5. Oscal A. Oeser and Frank Harary. "A Mathematical Model for Structural Role Theory," Human Relations. Vol. 15, No. 2 (May, 1962), pp. 89-96.

6. G. H. Mead. Mind, Self and Society from the Standpoint of a Social Behaviorist. (Chicago: University of Chicago Press, 1934).

7. J. L. Moreno. The Sociometry Reader. (Glencoe, Illinois: The Free Press, 1960).

8. L. Yablonsky. "An Operational Theory of Role," Sociometry. XVI (November, 1953), pp. 349-354.

9. T. R. Sarbin. "Role Theory." In G. Lindzey (Ed.) Handbook of Social Psychology. I (Cambridge: Addison-Wesley, 1954), p. 223.

10. Jackson Toby. "Some Variables in Role Conflict Analysis," Social Forces. XXX (1952), pp. 323-327.

11. W. W. Charters, Jr. A Study of Role Conflict Among Foremen in a Heavy Industry. Unpublished doctoral dissertation (University of Michigan, 1952).

12. Getzels and Guba. "The Structure of Roles and Role Conflict in the Teaching Situation," The Journal of Educational Sociology.

XXIX (September, 1955), pp. 30-40.

13. John T. Gullahorn. "Measuring Role Conflict," American Journal of Sociology. LXI (January, 1956).

14. Melvin Seeman. "Role Conflict and Ambivalence in Leadership," American Sociological Review. XVII (August, 1953), pp. 373-380.

15. Samuel A. Stouffer. "An Analysis of Conflicting Social Norms," American Sociological Review. XIV (December, 1949), pp. 707-717.

16. D. S. Ward. "Conflicts Between Personal and Social Values: Significance for Public Education," Educational Research Bulletin. XXXVII (May, 1958), p. 125.

17. Solomon E. Asch. "Effects of Group Pressure Upon the Modification and Distortion of Judgement." In H. Guetzkow (Ed.), Groups, Leadership, and Men. (1951).

18. M. Sherif. The Psychology of Social Norms. (New York: Harper, 1936).

19. Leon Festinger. The Theory of Cognitive Dissonance. (New York: Harper and Row, 1957).

20. W. Burchard. "Role Conflicts of Military Chaplains," American Sociological Review. XIX (August, 1954), pp. 528-535.

21. A. N. Cousins. "Social Equilibrium and the Psychodynamic Mechanism," Social Forces. XXX (December, 1951), pp. 202-209.

22. Louis A. Zurcher, Jr., David Sonenschein and Eric Metzner. "The Hasher: A Study of Role Conflict," Social Forces. 43 (March, 1965), pp. 389-400.

23. Theodore Purcell. The Worker Speaks His Mind on Company and Union. (Englewood Cliffs, New Jersey: Prentice Hall, 1953).

24. L. A. Cook and R. B. Almack. "The Community Participation of Two Thousand Eight Hundred Seventy Ohio Teachers," Educational Administration and Supervision. XXV (February, 1939), p. 107.

25. C. E. Fishburn. Teacher Role Perception in the Secondary Schools of One Community. Unpublished Ed. D. dissertation (Stanford University, 1955).

26. Dolt Jenkins and R. Lippitt. Inter-personal Perceptions of Teachers, Students and Parents. (Washington D. C.: Division of Adult Education Service, National Education Association, 1951).

27. F. Jordan. "A Study of Personal and Social Traits in Relation to High School Training," Journal of Educational Sociology. III (September, 1959), p. 27.

28. F. Greenhoe. "Community Contacts of Public School Teachers," Elementary School Journal. XL (March, 1940), p. 497.

29. W. W. Charters and D. Waplas. The Commonwealth Teacher-Training Study. (Chicago: The University of Chicago Press, 1929).

30. William P. Kublesky and Roy C. Buck. "The Teacher-Student Relationship," Department of Agricultural Economics and Rural Sociology. (Mimeograph, Pennsylvania State University, 1960).

31. P. H. Cowan. Teacher Role Perception in Colleges and Universities. Unpublished Ed. D. dissertation (Stanford University, 1956).

32. J. E. Davies. "What are the Traits of the Good Teacher from the Standpoint of Junior High School Pupils?" School and Society. XXXVIII (November, 1933), p. 649.

33. M. O. Koopman. "What One Midwestern Community Thinks of Its Teachers," Educational Research Bulletin. XXV (June, 1946).

34. S. C. Tiedeman. "A Study of Pupil-Teacher Relationships," Journal of Educational Research. XXXV (May, 1942), p. 657.

35. G. E. Bird. "Pupils' Estimates of Teachers," Journal of Educational Psychology. VIII (January, 1917).

36. P. R. Cobb. "High School Seniors Attitudes Toward the Teaching Profession," Bulletin of the National Association of Secondary School Principals. XXXVI (January, 1952), p. 140.

37. H. C. Dallolio. "Teachers on Trial: A Group of Pupils Tell What They Like in Teachers," Clearing House. XXIX (April, 1955), p. 497.

38. J. Haer. "The Public Views the Teacher," Journal of Teacher Education. IV (September, 1953), p. 202.

39. V. F. Smith. "What Kind of Teachers do Parents Like? What Kind of Parents do Teachers Like?" Understanding the Child. XXII (October, 1953), p. 99.

40. H. Spears. "What Disturbs the Beginning Teacher," School Review. LIII (October, 1945), pp. 458-462.

41. W. F. Book. "The High School Teacher from the Pupil's Point of View," Pedagogical Seminary. XII (September, 1905).

42. F. G. Livingood. "Educational Research and Statistics--Estimates of High School Seniors," School and Society. XLI (April, 1953), p. 550.

43. B. Biber and C. Lewis. "An Experimental Study of What Young Children Expect of Their Teachers," Genetic Psychology Monographs. XL, No. 1 (1949).

44. K. H. McGill. "The School Teacher Stereotype," Journal of Educational Sociology. IV (June, 1931), p. 642.

45. R. W. Richey and W. H. Fox. "How Do Teachers Compare with Other Community Members?" Educational Research Bulletin. XXVII (December, 1948), p. 238.

46. S. M. Corey. "Attitudes Toward Teaching and Professional Training," Educational Administration and Supervision. XXIII (October, 1937), p. 521.

47. A. H. Johnson. "The Responses of High School Seniors to a Set of Structured Situations Concerning Teaching as a Career," Journal of Experimental Education. XXVI (June, 1958), p. 263.

48. N. Gross and W. S. Mason and A. W. McEachern. Explorations in Role Analysis: Studies of the School Superintendency Role. (New York: John Wiley and Sons, 1957).

49. H. D. Beale. Are American Teachers Free? (New York: Charles Scribner's Sons, 1936).

50. F. Terrien. "Who Thinks About Educators?" American Journal of Sociology. LIX (September, 1953), p. 150.

51. Zeno E. Bailey. "Administrators Evaluate Their Teachers," Agriculture Education Magazine. XXIX (July, 1956), p. 17.

52. Lorain A. Basinger. "Superintendents Evaluate Their Teachers," Agriculture Education Magazine. XXVII (May, 1955), p. 247.

53. Ernest W. Wingen. A Survey of the Attitude of Parents Toward Vocational Agriculture in South Dakota. Unpublished master's thesis (South Dakota State College, 1957).

54. John Calhoun and Clifford Watson. "What Vocational Agriculture Students Like and Dislike About Their Teacher," Agriculture Education Magazine. XXVIII (September, 1953), p. 58.

55. A. M. Rempel and Ralph R. Bentley. "Factors Affecting the Morale of Vocational Agriculture Teachers," Personnel and Guidance Journal. XXXVII (April, 1959), pp. 585-588.

56. Edwin E. Lamberth. "Why Teachers of Vocational Agriculture Leave the Profession," *Agriculture Education Magazine*. XXXI (February, 1959), p. 174.

57. Franklin Alan Brutner. *The 'Vo-Ag' Teacher: An Inquiry Into the Status and Role of an Emergent Profession.* Unpublished Ph. D. dissertation (University of N. Carolina, 1958).

58. H. L. Nix. *A Sociological Analysis of the Roles and Value Orientations of an Occupation: Vocational Agriculture Teaching.* Unpublished doctoral dissertation (Louisiana State University, 1960).

59. Ibid. p. 359.

60. B. L. Bible and J. D. McComas. "Role Consensus and Teacher Effectiveness," *Social Forces*. XLII (December, 1963), pp. 225-233.

61. Selz C. Mayo. "An Analysis of the Organization Role of the Teacher of Vocational Agriculture," *Rural Sociology*. XXV (1960), pp. 334-345.

62. B. L. Bible and E. J. Brown. "Role Consensus and Satisfaction of Extension Advisory Committee Member," *Rural Sociology*. XXVIII (1963), pp. 31-90.

63. B. J. Biddle, J. P. Twyman and E. F. Rankin. *The Concept of Role Conflict.* (Oklahoma State University Press: Social Studies Series No. 11, 1965).

64. Solomon Sutker, John C. Egermeier, and J. Paschal Twyman. *An Exploratory Analysis of the Roles and Role Conflicts of Vocational Teachers in Oklahoma.* (Oklahoma State University, August, 1967).

65. Ibid. p. 22.

66. Ibid. p. 21.

67. Robert Kahn, Donald Wolfe, Robert Quinn, et. al. *Organizational Stress*. (New York: John Wiley and Sons, 1964).

68. David Krech, Richard S. Crutchfield, and Egerton L. Ballachey. *Individual in Society*. (New York: McGraw-Hill, 1962).

69. Robert Kahn, Donald Wolfe, Robert Quinn, et. al. *Organizational Stress.* (New York: John Wiley and Sons, 1964).

70. Solomon Sutker, John C. Egermeier, and J. Paschal Twyman. *An Exploratory Analysis of the Roles and Role Conflicts of Vocational Teachers in Oklahoma*. (Oklahoma State University, August, 1967), p. 21.

71. E. W. Jacobson, W. Charters, Jr., and S. Lieberman. "The Use of the Role Concept in the Study of Complex Organizations," *Journal of Social Issues*. VII, No. 3 (1951), pp. 18-27.

72. N. Gross and W. S. Mason and A. W. McEachern. *Explorations in Role Analysis: Studies of the School Superintendency Role*. (New York: John Wiley and Sons, 1957).

73. Derek Pugh. "Role Activation Conflict: A Study of Industrial Inspection," *American Sociological Review*. XXXI (December, 1966), pp. 835-842.

74. Solomon Sutker, John C. Egermeier, and J. Paschal Twyman. *An Exploratory Analysis of the Roles and Role Conflicts of Vocational Teachers in Oklahoma.* (Oklahoma State University, August, 1967).

75. John T. Gullahorn. "Measuring Role Conflict," *American Journal of Sociology*. LXI (January, 1956), p. 299.

76. Solomon Sutker, John C. Egermeier, and J. Paschal Twyman. *An Exploratory Analysis of the Roles and Role Conflicts of Vocational Teachers in Oklahoma*. (Oklahoma State University, August, 1967), p. 23.

77. Ibid. p. 24.

78. Ibid. p. 24.

79. T. Shibutani. "Reference Groups as Perspectives," *American Journal of Sociology.* 601 (May, 1952), pp. 562-569.

80. Peter F. Drucker. *The New Society*. (New York: Harper and Brothers, 1949).

81. Ibid. p. 146.

82. Ibid. p. 148.

83. Ibid. p. 149.

84. Theodore Purcell. *The Worker Speaks His Mind on Company and Union*. (Englewood Cliffs, New Jersey: Prentice Hall, 1953).

85. Ibid. p. 272.

86. H. M. Vollmer and D. L. Mills. *Professionalization*. (Englewood Cliffs, New Jersey: Prentice-Hall, 1966), p. 264.

87. W. Kornhauser. *Scientists in Industry: Conflict and Accommodation*. (Berkeley: University of California Press, 1962), p. 8.

88. W. Richard Scott. "Professionals in Bureaucracies--Areas of Conflict." In Vollmer and Mills (Eds.), *Professionalization*. (Englewood Cliffs, New Jersey: Prentice-Hall, 1966), pp. 265-275.

89. P. M. Blau and W. R. Scott. *Formal Organizations: A Comparative Approach*. (San Francisco: Chandler Publishing Co., 1962), pp. 60-63.

90. E. C. Hughes. *Men and Their Work.* (Glencoe, Illinois: Free Press, 1958), pp. 131-138.

91. Burton R. Clark. "Faculty Organization and Authority," *The Study of Academic Administration*, Terry F. Lunsford (Ed.). (Boulder, Colorado: Western Interstate Commission for Higher Education, 1963), p. 51.

92. Robert K. Merton. *Social Theory and Social Structure*. (Glencoe, Illinois: The Free Press, 1949), p. 151.

93. H. Gerth and C. W. Mills. From *Max Weber: Essays in Sociology*. (New York: Oxford University Press, 1946), p. 199.

94. Warren Bennis. "Beyond Bureaucracy," *Transaction*. Vol. 2, No. 5 (July/August, 1965), p. 33.

95. Ibid. p. 35.

96. Chris Argyris. *Personality and Organization*. (New York: Harper, 1957).

97. William F. Whyte. *Human Relations in the Restaurant Industry*. (New York: McGraw-Hill, 1948).

98. Alvin W. Gouldner. *Patterns of Industrial Bureaucracy*. (Glencoe, Illinois: The Free Press, 1954).

99. P. Selznick. "Foundations of the Theory of Organization," *American Sociological Review*. No. 13 (1948), pp. 25-35.

100. H. Becker. *Systematic Sociology on the Basis of Beziehungslehre and Gebildelehre of Leopold Von Wise*. (New York: Wiley, 1932).

101. Amitai Etzioni. A Comparative Analysis of Complex Organizations. (New York: The Free Press, 1961).

102. N. Gross, W. S. Mason and A. W. McEachern. Explorations in Role Analysis: Studies of the School Superintendency Role. (New York: John Wiley and Sons, 1957).

103. B. J. Biddle and E. J. Thomas. Role Theory: Concepts and Research. (New York: John Wiley and Sons, 1966).

104. H. Gerth and C. W. Mills. Max Weber: Essays in Sociology. (New York: Oxford University Press, 1946), p. 199.

105. Phillip Selznick. "An Approach to a Theory of Bureaucracy," American Sociological Review. VIII, No. 1 (1943), pp. 47-54.

106. Robert K. Merton. Social Theory and Social Structure. (Glencoe, Illinois: The Free Press, 1949), p. 151.

107. Kenneth Boulding. The Organizational Revolution. (New York: Harper and Brothers, 1953), p. 79.

108. Marvin Olsen. The Process of Social Organization. (New York: Holt, Rinehart and Winston, Inc., 1968), p. 301.

109. W. Richard Scott. "Theory of Organizations." In Robert Farris (Ed.), Handbook of Modern Sociology. (Chicago: Rand McNally and Company, 1964), p. 497.

110. H. Guetzkow and H. A. Simon. "The Impact of Certain Communication Nets Upon Organization and Performance in Task-Oriented Groups," Management Science. 1 (1955), p. 248.

111. W. Richard Scott. "Theory of Organizations," In Robert Farris (Ed.), Handbook of Modern Sociology. (Chicago: Rand McNally and Company, 1964), p. 502.

112. M. Haire. "Industrial Social Psychology," Handbook of Social Psychology. G. Lindzey (Ed.). (Cambridge: Addison-Wesley, 1954), pp. 1104-1123.

113. Chris Argyris. Personality and Organization. (New York: Harper, 1957).

114. Rensis Likert. New Patterns of Management. (New York: McGraw-Hill, 1961), Chapter 8.

115. H. M. Vollmer and D. L. Mills. Professionalization. (Englewood Cliffs, New Jersey: Prentice-Hall, 1966).

116. Amitai Etzioni. A Comparative Analysis of Complex Organizations. (New York: The Free Press, 1961).

117. V. G. March and H. A. Simon. Organizations. (New York: Wiley and Sons, 1958).

118. Leon Festinger. The Theory of Cognitive Dissonance. (New York: Harper and Row, 1957).

119. Solomon Sutker, John C. Egermeier, and J. Paschal Twyman. An Exploratory Analysis of the Roles and Role Conflicts of Vocational Teachers in Oklahoma. (Oklahoma State University, August, 1967), p. 141.

120. Ibid. p. 154.

121. Sidney Siegel. Non-Parametric Statistics for the Behavioral Sciences. (New York: McGraw-Hill, 1956), pp. 184-193.

122. Ibid. pp. 116-127.

123. Solomon Sutker, John C. Egermeier, and J. Paschal Twyman. An Exploratory Analysis of the Roles and Role Conflicts of Vocational Teachers in Oklahoma. (Oklahoma State University, August, 1967). p. 157.

124. Theodore Purcell. The Worker Speaks His Mind on Company and Union. (Englewood Cliffs, New Jersey: Prentice-Hall, 1953).

125. Peter F. Drucker. The New Society. (New York: Harper and Brothers, 1949).

126. Derek Pugh. "Role Activation Conflict: A Study of Industrial Inspection," American Sociological Review. XXXI (December, 1966), p. 841.

127. Warren Bennis. "Beyond Bureaucracy," Transaction. Vol. 2, No. 5 (July/August, 1965), p. 34.

128. Ibid. p. 35.

APPENDIX A: EXAMPLES OF INSTRUMENTS

GENERAL INFORMATION QUESTIONNAIRE FOR TEACHERS

No.________________

01. Current vocational education specialty

    1. Vocational Agriculture________

    2. Trade & Industrial Education________(field_______________

02. Your age:

    1. under 25__________

    2. 25-29 __________

    3. 30-34 __________

    4. 35-39 __________

    5. 40-44 __________

    6. 45-49 __________

    7. 50 and over______

03. Sex

    1. Male ______

    2. Female_____

04. Formal academic training

    1. work beyond the master's degree __________

    2. master's degree completed ______________

    3. work toward a master's degree ____________

    4. bachelor's degree completed ____________

    5. over 2 years of college,
    but no degree ______________

    6. 2 years of college or less ______________

    7. high school graduate ________________

    8. other ________________

No.________________

o5. Is teaching vocational education your sole means of income?

1. Yes _______
2. No _______

06. If not, what other source of income?

1. farming ___________
2. construction________
3. other ____________

07. Total number of years in vocational education

1. under 1 year________
2. 1 to 4 years________
3. 5 to 9 years________
4. 10 years or more_____

08. Total number of years in present school as a vocational teacher

1. under 1 year ________
2. 1 to 4 years ________
3. 5 to 9 years ________
4. 10 years or more______

09. Classrooms and shops located:

1. central place within the main highschool _________
2. in an isolated proportion of the main building_____
3. in a separate building less than 1 block from the main building _________
4. in a separate building more than 1 block from the main building _________
5. other _________

No.________________

10. Has the vocational teacher's position improved when compared to the past concerning:

    a) salary?

    b) working conditions and facilities?

    c) status of the profession?

11. Have local school administrators attempted to help the vocational teachers in this respect?

12. Has the State Board for Vocational Education attempted to help the vocational teachers in this respect?

13. On what subjects do the State Board personnel and local administrators disagree? Agree?

14. Considering all these things, do you feel the vocational teacher needs both groups -- for his own security and satisfaction?

15. Is the present system good? The best?

16. Concerning contact with administrators in your school, do you feel that you have:

    1. __________ insufficient opportunity to be in contact during the school day?

    2. __________ sufficient opportunity to be in contact during the school day?

    3. __________ too much opportunity to be in contact during the school day?

17. Concerning your contact with the State Department for Vocational Education, do you feel that you have:

    1. __________ insufficient contact

    2. __________ sufficient contact

    3. __________ too much contact

18. If a disagreement emerged between the State Department for Vocational Education and your local administration, and the disagreement involved you only indirectly, would you be likely to take sides, and if so, which side?

GENERAL INFORMATION FORM FOR ADMINISTRATORS

No.____________

OKLAHOMA STATE UNIVERSITY · STILLWATER

Research Foundation
FRontier 2-6211, Ext. 271
74075

General Information from Administrators

CHECK APPROPRIATE SPACES

01. List the type of administrative position that you now have:

____

02. Your age:
1. ________ under 25
2. ________ 25-29
3. ________ 30-34
4. ________ 35-39
5. ________ 40-44
6. ________ 45-49
7. ________ 50 and over

03. Total number of years in your current position at your present school:
1. ________ under one year
2. ________ 1-4 years
3. ________ 5-9 years
4. ________ 10 years and over

04. Total number of years in administrative positions anywhere in public schools:
1. ________ under one year
2. ________ 1-4 years
3. ________ 5-9 years
4. ________ 10 years and over

05. Concerning contacts with vocational teachers in your school, do you feel that:
1. ________ you have insufficient opportunity to be in contact during the school day?
2. ________ you have sufficient opportunity to be in contact during the school day?
3. ________ you have too much opportunity to be in contact during the school day?

06. Concerning contacts vocational teachers within your school have with the State Department for Vocational Education, do you feel that:
1. ________ vocational teachers have sufficient contact with the State Department for Vocational Education?
2. ________ vocational teachers have insufficient contact with the State Department for Vocational Education?
3. ________ vocational teachers have too much contact with the State Department for Vocational Education?

ANSWER SHEET FOR ALL INVENTORIES

OKLAHOMA STATE UNIVERSITY • STILLWATER
Research Foundation
FRontier 2-6211, Ext. 271
74075

ANSWER SHEET

1. Always
2. Very Often
3. Often
4. Occasionally
5. Rarely
6. Never

FIRST-ORDER ACTIVITY COGNITIONS FOR VOCATIONAL AGRICULTURE TEACHERS

No.__________

OKLAHOMA STATE UNIVERSITY · STILLWATER

Research Foundation
FRontier 2-6211, Ext. 271

74075

VTA-1

We would like to know what you think Oklahoma Vocational Agriculture teachers actually do in regard to the activities listed below. You may indicate what you think such teachers actually do by selecting the best answer from the answer sheet and writing its number in the blank provided by each statement. Use only one number in each blank, choosing the one that most nearly represents your opinion.

______ 1. Use different methods of instruction than do most non-vocational teachers, because of the nature of their subject.

______ 2. Maintain up to date records on the job placements of vocational students who have graduated.

______ 3. Establish and maintain working relationships with more of the influential people in the community than do non-vocational teachers.

______ 4. Have a lower pupil class load than non-vocational teachers to allow for the individualized instruction that vocational education emphasizes.

______ 5. Obtain the opinions of parents on what concepts and skills their children should be taught in vocational classes.

______ 6. Try to keep the content of their courses up to date.

______ 7. Try to keep equipment for their vocational program up to date.

______ 8. Make considerable effort to develop good relationships with non-vocational teachers.

______ 9. Receive more pay than non-vocational teachers with as much formal education and teaching experience, because of the nature of their job.

______ 10. Try to keep their teaching methods up to date.

______ 11. Attend short courses to update their knowledge about vocational education.

______ 12. Take an active role in professional education organizations.

FIRST-ORDER NORMATIVE EXPECTATIONS FOR VOCATIONAL AGRICULTURE TEACHERS

No.__________

OKLAHOMA STATE UNIVERSITY · STILLWATER
Research Foundation
FRontier 2-6211, Ext. 271
74075

VTN-1

We would like to know what you think Oklahoma Vocational Agriculture teachers should do in regard to the activities listed below. You may indicate what you think such teachers should do by selecting the best answer from the answer sheet and writing its number in the blank provided by each statement. Use only one number in each blank, choosing the one that most nearly represents your opinion.

______ 1. Use different methods of instruction than do most non-vocational teachers, because of the nature of their job.

______ 2. Maintain up to date records on the job placements of vocational students who have graduated.

______ 3. Establish and maintain working relationships with more of the influential people in the community than do non-vocational teachers.

______ 4. Have a lower pupil class load than non-vocational teachers to allow for the individualized instruction that vocational education emphasizes.

______ 5. Obtain the opinions of parents on what concepts and skills their children should be taught in vocational classes.

______ 6. Try to keep the content of their courses up to date.

______ 7. Try to keep equipment for their vocational program up to date.

______ 8. Make considerable effort to develop good relationships with non-vocational teachers.

______ 9. Receive more pay than non-vocational teachers with as much formal education and teaching experience, because of the nature of their job.

______ 10. Try to keep their teaching methods up to date.

______ 11. Attend short courses to update their knowledge about vocational education.

______ 12. Take an active role in professional education organizations.

SECOND-ORDER ACTIVITY COGNITIONS OF VOCATIONAL AGRICULTURE TEACHERS

No.________

OKLAHOMA STATE UNIVERSITY · STILLWATER
74075
Research Foundation
FRontier 2-6211, Ext. 271

VTA-2

We would like your opinion as to what most local school administrators think Vocational Agriculture teachers actually do. Please indicate the extent to which you feel most school administrators think Vocational Agriculture teachers actually engage in each activity listed below. This may be done by selecting the best answer from the answer sheet and writing its number in the blank, choosing the one you feel most nearly represents the school administrators' opinion as to what Vocational Agriculture teachers actually do.

Attempt to Answer the Following Items as You Think School Administrators Would Answer Them:

______ 1. Use different methods of instruction than do most non-vocational teachers, because of the nature of their subject.

______ 2. Maintain up to date records on the job placements of vocational students who have graduated.

______ 3. Establish and maintain working relationships with more of the influential people in the community than do non-vocational teachers.

______ 4. Have a lower pupil class load than non-vocational teachers to allow for the individualized instruction that vocational education emphasizes.

______ 5. Obtain the opinions of parents on what concepts and skills their children chould be taught in vocational classes.

______ 6. Try to keep the content of their courses up to date.

______ 7. Try to keep equipment for their vocational program up to date.

______ 8. Make considerable effort to develop good relationships with non-vocational teachers.

______ 9. Receive more pay than non-vocational teachers with as much formal education and teaching experience, because of the nature of their job.

______ 10. Try to keep teaching methods up to date.

______ 11. Attend short courses to update their knowledge about vocational education.

______ 12. Take an active role in professional education organizations.

SECOND-ORDER NORMATIVE EXPECTATIONS OF VOCATIONAL AGRICULTURE TEACHERS

No.__________

OKLAHOMA STATE UNIVERSITY • STILLWATER

Research Foundation
FRontier 2-6211, Ext. 271
74075

VTN-2

We would like your opinion as to what most local school administrators think Vocational Agriculture teachers should do. Please indicate the extent to which you feel most school administrators think Vocational Agriculture teachers should engage in each activity listed below. This may be done by selecting the best answer from the answer sheet and writing its number in the blank, choosing the one you feel most nearly represents the school administrators' opinion as to what Vocational Agriculture teachers should do.

Attempt to Answer the Following Items as You Think School Administrators Would Answer Them:

_______ 1. Use different methods of instruction than do most non-vocational teachers, because of the nature of their subject.

_______ 2. Maintain up to date records on the job placements of vocational students who have graduated.

_______ 3. Establish and maintain working relationships with more of the influential people in the community than do non-vocational teachers.

_______ 4. Have a lower pupil class load than non-vocational teachers to allow for the individualized instruction that vocational education emphasizes.

_______ 5. Obtain the opinions of parents on what concepts and skills their children should be taught in vocational classes.

_______ 6. Try to keep the content of their courses up to date.

_______ 7. Try to keep equipment for their vocational program up to date.

_______ 8. Make considerable effort to develop good relationships with non-vocational teachers.

_______ 9. Receive more pay than non-vocational teachers with as much formal education and teaching experience, because of the nature of their job.

_______ 10. Try to keep their teaching methods up to date.

_______ 11. Attend short courses to update their knowledge about vocational education.

_______ 12. Take an active role in professional education organizations.

SECOND-ORDER ACTIVITY COGNITIONS OF VOCATIONAL AGRICULTURE TEACHERS

No.________

OKLAHOMA STATE UNIVERSITY · STILLWATER
Research Foundation
FRontier 2-6211, Ext. 271
74075

VTA-3

We would like your opinion as to what members of the State Board for Vocational Education think Vocational Agriculture teachers actually do. Please indicate the extent to which you feel your District Supervisor and State Supervisor think Vocational Agriculture teachers actually engage in each activity listed below. This may be done by selecting the best answer from the answer sheet and writing its number in the blank, choosing the one you feel most nearly represents the District Supervisor's and State Supervisor's opinion as to what Vocational Agriculture teachers actually do.

Attempt to Answer the Following Items as You Think Your District Supervisor and State Supervisor Would Answer Them:

________ 1. Use different methods of instruction than do most non-vocational teachers, because of the nature of their subject.

________ 2. Maintain up to date records on the job placements of vocational students who have graduated.

________ 3. Establish and maintain working relationships with more of the influential people in the community than do non-vocational teachers.

________ 4. Have a lower pupil class load than non-vocational teachers to allow for the individualized instruction that vocational education emphasizes.

________ 5. Obtain the opinions of parents on what concepts and skills their children should be taught in vocational classes.

________ 6. Try to keep the content of their courses up to date.

________ 7. Try to keep equipment for their vocational program up to date.

________ 8. Make considerable effort to develop good relationships with non-vocational teachers.

________ 9. Receive more pay than non-vocational teachers with as much formal education and teaching experience, because of the nature of their job.

________ 10. Try to keep their teaching methods up to date.

________ 11. Attend short courses to update their knowledge about vocational education.

________ 12. Take an active role in professional education organizations.

SECOND-ORDER NORMATIVE EXPECTATIONS OF VOCATIONAL AGRICULTURE TEACHERS

No.__________

OKLAHOMA STATE UNIVERSITY · STILLWATER
Research Foundation
FRontier 2-6211, Ext. 271
74075

VTN-3

We would like your opinion as to what members of the State Board for Vocational Education think Vocational Agriculture teachers should do. Please indicate the extent to which you feel your District Supervisor and State Supervisor think Vocational Agriculture teachers should engage in each activity listed below. This may be done by selecting the best answer from the answer sheet and writing its number in the blank, choosing the one you feel most nearly represents the District Supervisor's and State Supervisor's opinion as to what Vocational Agriculture teachers should do.

Attempt to Answer the Following Items as You Think Your District Supervisor and State Supervisor Would Answer Them:

________ 1. Use different methods of instruction than do most non-vocational teachers, because of the nature of their subject.

________ 2. Maintain up to date records on the job placements of vocational students who have graduated.

________ 3. Establish and maintain working relationships with more of the influential people in the community than do non-vocational teachers.

________ 4. Have a lower pupil class load than non-vocational teachers to allow for the individualized instruction that vocational education emphasizes.

________ 5. Obtain the opinions of parents on what concepts and skills their children should be taught in vocational classes.

________ 6. Try to keep the content of their courses up to date.

________ 7. Try to keep equipment for their vocational program up to date.

________ 8. Make a considerable effort to develop relationships with non-vocational teachers.

________ 9. Receive more pay than non-vocational teachers with as much formal education and teaching experience, because of the nature of their job.

________ 10. Try to keep their teaching methods up to date.

________ 11. Attend short courses to update their knowledge about vocational education.

________ 12. Take an active role in professional education organizations.

VOCATIONAL AGRICULTURE TEACHER
SATISFACTION INVENTORY

No.__________

OKLAHOMA STATE UNIVERSITY · STILLWATER
Research Foundation
FRontier 2-6211, Ext. 271
74075

VTS

This form is designed to ask the extent to which you are satisfied with the expectations that school administrators and State Board Personnel (such as the State and District Supervisor) hold for you as a Vocational Agriculture teacher. This may be done by using only one number in each blank and reading each item as follows:

I am:

1. Always Satisfied
2. Very Often Satisfied
3. Often Satisfied
4. Occasionally Satisfied
5. Rarely Satisfied
6. Never Satisfied

with the extent to which I am expected to:

________ 1. Use different methods of instruction than do most non-vocational teachers, because of the nature of my subject.

________ 2. Maintain up to date records on the job placements of vocational students who have graduated.

________ 3. Establish and maintain working relationships with more of the influential people in the community than do non-vocational teachers.

________ 4. Have a lower pupil class load than non-vocational teachers to allow for the individualized instruction that vocational education emphasizes.

________ 5. Obtain the opinions of parents on what concepts and skills their children should be taught in vocational classes.

________ 6. Keep the content of my courses up to date.

________ 7. Keep equipment for my vocational program up to date.

________ 8. Make considerable effort to develop good relationships with non-vocational teachers.

________ 9. Receive more pay than non-vocational teachers with as much formal education and teaching experience, because of the nature of my job.

________ 10. Keep my teaching methods up to date.

________ 11. Attend short courses to update my knowledge about vocational education.

________ 12. Take an active role in professional education organizations.

FIRST-ORDER ACTIVITY COGNITIONS FOR TRADE AND INDUSTRIAL TEACHERS

No.____________

OKLAHOMA STATE UNIVERSITY · STILLWATER

Research Foundation
FRontier 2-6211, Ext. 271
74075

VTA-1

We would like to know what you think Oklahoma Trade and Industrial Education teachers actually do in regard to the activities listed below. You may indicate what you think such teachers actually do by selecting the best answer from the answer sheet and writing the number in the blank provided by each statement. Use only one number in each blank, choosing the one that most nearly represents your opinion.

________ 1. Use different methods of instruction than do most non-vocational teachers, because of the nature of their subject.

________ 2. Attend short courses to update their knowledge about vocational education.

________ 3. Establish and maintain working relationships with more of the influential people in the community than do non-vocational teachers.

________ 4. Have as a primary objective training students who probably will not go to college.

________ 5. Have a lower pupil class load than non-vocational teachers to allow for the individualized instruction that vocational education emphasizes.

________ 6. Try to keep equipment for their vocational program up to date.

________ 7. Maintain up to date records on the job placements of vocational students who have graduated.

________ 8. Try to keep their teaching methods up to date.

________ 9. Receive more pay than non-vocational teachers with as much formal education and teaching experience, because of the nature of their job.

________ 10. Take an active role in professional education organizations.

________ 11. Work to improve the image of vocational education in their own communities.

________ 12. Seek from the state office specific guidelines as to what their local program should be.

FIRST-ORDER NORMATIVE EXPECTATIONS FOR TRADE AND INDUSTRIAL TEACHERS

No.__________

OKLAHOMA STATE UNIVERSITY · STILLWATER

Research Foundation
FRontier 2-6211, Ext. 271
74075

VTN-1

We would like to know what you think Oklahoma Trade and Industrial Education teachers should do in regard to the activities listed below. You may indicate what you think such teachers should do by selecting the best answer from the answer sheet and writing its number in the blank provided by each statement. Use only one number in each blank, choosing the one that most nearly represents your opinion.

_______ 1. Use different methods of instruction than do most non-vocational teachers, because of the nature of their subject.

_______ 2. Attend short courses to update their knowledge about vocational education.

_______ 3. Establish and maintain working relationships with more of the influential people in the community than do non-vocational teachers.

_______ 4. Have as a primary objective training students who probably will not go to college.

_______ 5. Have a lower pupil class load than non-vocational teachers to allow for the individualized instruction that vocational education emphasizes.

_______ 6. Try to keep their teaching methods up to date.

_______ 7. Maintain up to date records on the job placements of vocational students who have graduated.

_______ 8. Try to keep their teaching methods up to date.

_______ 9. Receive more pay than non-vocational teachers with as much formal education, because of the nature of their job.

_______ 10. Take an active role in professional education organizations.

_______ 11. Work to improve the image of vocational education in their own communities.

_______ 12. Seek from the state office specific guidelines as to what their local program should be.

SECOND-ORDER ACTIVITY COGNITIONS OF TRADE AND INDUSTRIAL TEACHERS

No.__________

OKLAHOMA STATE UNIVERSITY • STILLWATER
Research Foundation
FRontier 2-6211, Ext. 271
74075

VTA-2

We would like your opinion as to what most local school administrators think Trade and Industrial Education teachers actually do. Please indicate the extent to which you feel most school administrators think Trade and Industrial Education teachers actually engage in each activity listed below. This may be done by selecting the best answer from the answer sheet and writing its number in the blank, choosing the one you feel most nearly represents the school administrators' opinion as to what Trade and Industrial Education teachers actually do.

Attempt to Answer the Following Items as You Think School Administrators Would Answer Them:

______ 1. Use different methods of instruction than do most non-vocational teachers, because of the nature of their subject.

______ 2. Attend short courses to update their knowledge about vocational education.

______ 3. Establish and maintain working relationships with more of the influential people in the community than do non-vocational teachers.

______ 4. Have as a primary objective training students who probably will not go to college.

______ 5. Have a lower pupil class load than non-vocational teachers to allow for the individualized instruction that vocational education emphasizes.

______ 6. Try to keep equipment for their vocational program up to date.

______ 7. Maintain up to date records on the job placements of vocational students who have graduated.

______ 8. Try to keep their teaching methods up to date.

______ 9. Receive more pay than non-vocational teachers with as much formal education and teaching experience, because of the nature of their job.

______ 10. Take an active role in professional education organizations.

______ 11. Work to improve the image of vocational education in their own communities.

______ 12. Seek from the state office specific guidelines as to what their local program should be.

SECOND-ORDER NORMATIVE EXPECTATIONS OF TRADE AND INDUSTRIAL TEACHERS

No.____________

OKLAHOMA STATE UNIVERSITY · STILLWATER
Research Foundation
FRontier 2-6211, Ext. 271
74075

VTN-2

We would like your opinion as to what most local school administrators think Trade and Industrial Education teachers should do. Please indicate the extent to which you feel most school administrators think Trade and Industrial Education teachers should engage in each activity listed below. This may be done by selecting the best answer from the answer sheet and writing its number in the blank, choosing the one you feel most nearly represents the school administrators' opinion as to what Trade and Industrial Education teachers should do.

Attempt to Answer the Following Items as You Think School Administrators Would Answer Them:

________ 1. Use different methods of instruction than do most non-vocational teachers, because of the nature of their subject.

________ 2. Attend short courses to update their knowledge about vocational education.

________ 3. Establish and maintain working relationships with more of the influential people in the community than do non-vocational teachers.

________ 4. Have as a primary objective training students who probably will not go to college.

________ 5. Have a lower pupil class load than non-vocational teachers to allow for the individualized instruction that vocational education emphasizes.

________ 6. Try to keep equipment for their vocational program up to date.

________ 7. Maintain up to date records on the job placements of vocational students who have graduated.

________ 8. Try to keep their teaching methods up to date.

________ 9. Receive more pay than non-vocational teachers with as much formal education and teaching experience, because of the nature of their job.

________ 10. Take an active role in professional education organizations.

________ 11. Work to improve the image of vocational education in their own communities.

________ 12. Seek from the state office specific guidelines as to what their local program should be.

SECOND-ORDER ACTIVITY COGNITIONS OF TRADE AND INDUSTRIAL TEACHERS

No.__________

OKLAHOMA STATE UNIVERSITY • STILLWATER
Research Foundation
FRontier 2-6211, Ext. 271
74075

VTA-3

We would like your opinion as to what members of the State Board for Vocational Education think Trade and Industrial Education teachers actually do. Please indicate the extent to which you feel your District Supervisor and State Supervisor think Trade and Industrial Education teachers actually engage in each activity listed below. This may be done by selecting the best answer from the answer sheet and writing its number in the blank, choosing the one you feel most nearly represents the District Supervisor's and State Supervisor's opinion as to what Trade and Industrial Education teachers actually do.

Attempt to Answer the Following Items as You Think Your District Supervisor and State Supervisor Would Answer Them:

________ 1. Use different methods of instruction than do most non-vocational teachers, because of the nature of their subject.

________ 2. Attend short courses to update their knowledge about vocational education.

________ 3. Establish and maintain working relationships with more of the influential people in the community than do non-vocational teachers.

________ 4. Have as a primary objective training students who probably will not go to college.

________ 5. Have a lower pupil class load than non-vocational teachers to allow for the individualized instruction that vocational education emphasizes.

________ 6. Try to keep equipment for their vocational program up to date.

________ 7. Maintain up to date records on the job placements of vocational students who have graduated.

________ 8. Try to keep their teaching methods up to date.

________ 9. Receive more pay than non-vocational teachers with as much formal education and teaching experience, because of the nature of their job.

________ 10. Take an active role in professional education organizations.

________ 11. Work to improve the image of vocational education in their own communities.

________ 12. Seek from the state office specific guidelines as to what their local program should be.

SECOND-ORDER NORMATIVE EXPECTATIONS OF TRADE AND INDUSTRIAL TEACHERS

No.____________

OKLAHOMA STATE UNIVERSITY · STILLWATER
Research Foundation
FRontier 2-6211, Ext. 271
74075

VTN-3

We would like your opinion as to what members of the State Board for Vocational Education think Trade and Industrial Education teachers should do. Please indicate the extent to which you feel your District Supervisor and State Supervisor think Trade and Industrial Education teachers should engage in each activity listed below. This may be done by selecting the best answer from the answer sheet and writing its number in the blank, choosing the one you feel most nearly represents the District Supervisor's and State Supervisor's opinion as to what Trade and Industrial Education teachers should do.

Attempt to Answer the Following Items as You Think Your District Supervisor and State Supervisor Would Answer Them:

________ 1. Use different methods of instruction than do most non-vocational teachers, because of the nature of their subject.

________ 2. Attend short courses to update their knowledge about vocational education.

________ 3. Establish and maintain working relationships with more of the influential people in the community than do non-vocational teachers.

________ 4. Have as a primary objective training students who probably will not go to college.

________ 5. Have a lower pupil class load than non-vocational teachers to allow for the individualized instruction that vocational education emphasizes.

________ 6. Try to keep equipment for their vocational program up to date.

________ 7. Maintain up to date records on the job placements of vocational students who have graduated.

________ 8. Try to keep their teaching methods up to date.

________ 9. Receive more pay than non-vocational teachers with as much formal education and teaching experience, because of the nature of their job.

________ 10. Take an active role in professional education organizations.

________ 11. Work to improve the image of vocational education in their own communities.

________ 12. Seek from the state office specific guidelines as to what their local program should be.

TRADE AND INDUSTRIAL TEACHER
SATISFACTION INVENTORY

No.____________

OKLAHOMA STATE UNIVERSITY · STILLWATER
Research Foundation
FRontier 2-6211, Ext. 271
74075

VTS

This form is designed to ask the extent to which you are satisfied with the expectations that school administrators and State Board Personnel (such as the State and District Supervisor) hold for you as a Trade and Industrial Education teacher. This may be done by using only one number in each blank and reading each item as follows:

I am:

1. Always Satisfied
2. Very Often Satisfied
3. Often Satisfied
4. Occasionally Satisfied
5. Rarely Satisfied
6. Never Satisfied

with the extent to which I am expected to:

________ 1. Use different methods of instruction than do most non-vocational teachers, because of the nature of my subject.

________ 2. Attend short courses to update my knowledge about vocational education.

________ 3. Establish and maintain working relationships with more of the influential people in the community than do non-vocational teachers.

________ 4. Have as a primary objective training students who probably will not go to college.

________ 5. Have a lower pupil class load than non-vocational teachers to allow for the individualized instruction that vocational education emphasizes.

________ 6. Keep equipment for my vocational program up to date.

________ 7. Maintain up to date records on the job placements of vocational students who have graduated.

________ 8. Keep my teaching methods up to date.

________ 9. Receive more pay than non-vocational teachers with as much formal education and teaching experience, because of the nature of my job.

________ 10. Take an active role in professional education organizations.

________ 11. Work to improve the image of vocational education in my own community.

________ 12. Seek from the state office specific guidelines as to what their local program should be.

APPENDIX B: DESCRIPTION OF ECONOMIC REGIONS OF THE STATE

DESCRIPTION OF ECONOMIC REGIONS OF THE STATE

1. Panhandle and Plains

Economic Region 1 is Oklahoma's Panhandle with very large wheat farms and large cattle ranches; sparse population which continues to diminish in size; and no communities of 10,000 or more inhabitants. It is a relatively prosperous agricultural area.

Economic Region 2 is part of the North Central area of the state and specializes in wheat. Two communities with populations between 24,000 and 39,000 and one with over 11,000 as of 1960 can be found in this region, which is the state's most prosperous farming area. Population is declining in the farming districts.

---

2. Northeast and East Central

This section of the state encompasses the Northeast Oklahoma area, the Central Oklahoma-Western area and Central Oklahoma-Eastern area. Economic Region 3, Northeast Oklahoma is mostly a livestock grazing area agriculturally. Oil fields are to be found here also. The region lost population although it contains two communities of over 10,000, one of which had nearly 28,000 people in 1960, and is headquarters for several large concerns, mostly in petroleum.

Region 5, Central Oklahoma-Western area, is mostly plains territory. Wheat is the major cash crop and is centered in only part of the Region, where a fair variety of types of crops are raised. The major-educational institutions of the state are here. Oil production is fairly important. Three communities with populations of 24,000 to 33,500 can be found in this region.

Region 6, Central Oklahoma-Eastern area, includes three cities between 10,000 to 15,000 population. It is a mixture of prairie land and woodlands. Cotton was particularly important as a crop. Although cattle raising and dairying are increasing, oil production was particularly important in the past.

---

3. Southwest and South Central

Included here are the Southwest Oklahoma Area and South Central Oklahoma. The Southwest has three cities of about 15,000 to over 60,000 population based on 1960 census figures. Southwest Oklahoma is the principal cotton-growing area of the state. The rural areas have lost population. This is classified as Region 4.

Region 7, the South Central area, has an Eastern and Western Belt, livestock raising is increasingly important, while cotton, peanuts and corn are fairly important crops in the Western belt. Two cities in the 20,000 population class are located here, in the Eastern Belt; one community of 10,000 exists. Hay, cotton and peanuts are among the most usual crops.

---

4. East and Southeast

Three areas are included in this region, the Arkansas River area of Eastern Oklahoma; the Ozark area; and the Western area of Ouachita Mountains. The Arkansas River area of Eastern Oklahoma has many small farms, emphasizing livestock-raising and some cotton. The major vegetable district of the state is located here. Some coal mining exists, with industry being largely concentrated in two cities of about 16,000 and 38,000 population in 1960. There is strong Indian heritage in the area.

The base economy of the Ozark area is agriculture with some employment in wood industries. The farms are the smallest in the state in this rugged territory. Livestock and Dairying are stressed, but the resources are poor. There are no large towns in the area, which has been declining in population.

In the Western area of the Ouachita Mountains, farming predominates, but little of it is truly commercial. The forestry industry is the principal non-agricultural enterprise. Coal mining exists to a limited degree but is on the decline. One city is to be found here and it has little manufacturing. This community had about 17,500 in it in 1960.

---

5. Metropolitan Area X

This region is comprised of the county which includes the second largest population center in the state.

---

6. Metropolitan Area Y

This region is the county which includes the largest population center in the state.

APPENDIX C: IBM CARD FORMAT

IBM CARD FORMAT

IBM Column Number	Range of Punched Responses Possible	Variable Being Transferred to IBM Cards
1 (card #1)	1-3	1 = card no. 1 2 = card no. 2 3 = card no. 3
2-3	1-30	School in which respondent was located (Names of schools are confidential)
4	1-5	For Vocational Agriculture: 1 = Southeast vocational district 2 = Northeast vocational district 3 = Central vocational district 4 = Southwest vocational district 5 = Northwest vocational district For Trade and Industrial Education 1 = Western vocational district 2 = Central vocational district 3 = Eastern vocational district
5	1-2	1 = Vocational Agriculture 2 = Trade and Industrial Education
6	1-4	1 = Vocational Agriculture teacher 2 = Trade and Industrial teacher 3 = Local school administrator 4 = State Board personnel
7	1-6	Economic region of Oklahoma in which respondent was located 1 = Panhandle and plains 2 = Northeast and east central 3 = Southwest and south central 4 = East and southeast 5 = Metropolitan area X 6 = Metropolitan area Y
8	1-3	Size of school in which respondent was located 1 = 50-299 students per school 2 = 300-1999 students per school 3 = 2000-3500 students per school
9-10	-	Blank
11-22	1-6 (per column)	Response to each item in VTA-1

CARD FORMAT (cont.)

IBM Column Number	Range of Punched Responses Possible	Variable Being Transferred to IBM Cards
26-37	1-6 (per column)	Response to each item in VTN-1
41-52	1-6 (per column)	Response to each item in VTA-2
56-67	1-6 (per column)	Response to each item in VTN-2
1-8 (card #2)	-	Demographic characteristics (see card #1)
11-22	1-6 (per column)	Response to each item in VTA-3
26-37	1-6 (per column)	Response to each item in VTN-3
41-52	1-6 (per column)	Response to each item in VTS
1-8 (card #3)	-	Demographic characteristics (see card #1)
12	1-3	Current professional position of respondent
13	1-7	Age of respondent
14	1-2	Sex of respondent
15	1-8	Formal academic training
16	1-2	Proportion of income received through vocational position
17	1-3	Other income resources
18	1-4	Number of years in vocational education
19	1-4	Number of years in present school
20	1-5	Classroom and shop location
21	1-3	Amount of contact with local school administrators
22	1-3	Amount of contact with State Board personnel

APPENDIX D: FORTRAN PROGRAM FOR T-TEST

FORTRAN PROGRAM FOR T-TEST

```
      DIMENSIONX(2,12), Y(2,12),SX(2,12),SSX(2,12),SY(2,12),
      ISSY(2,12),N(2),AN(2),AVGX(2,12),AVGY(2,12),DIFFM(2,12),
      2SXVR(2,12),SYVAR(2,12),SVAR(2,12),YVAR(2,12),SDM(2,12),TEA(2,12)
      DO20 I=1,2
      DO20 J=1,12
      SX(I,J)=0.0
      SSX(I,J)=0.0
      SY(I,J)=0.0
      SSY(I,J)=0.0
   20 N(I)=0.0
   25 READ(5,10)ITM,((X(I,J),J=1,12),I=1,2),((Y(I,J),J=1,12),I=1,2)
   10 FORMAT(I1,9X,12F1.0,2X,12F1.0/10X,12F1.0,2X,12F1.0)
      IF(ITM.EQ.9) GO TO 50
      DO40 I=1,2
      DO30 J=1,12
      SX(I,J)=SX(I,J)+X(I,J)
      SSX(I,J)=SSX(I,J)+(X(I,J)**2)
      SY(I,J)=SY(I,J)+Y(I,J)
   30 SSY(I,J)=SSY(I,J)+(Y(I,J)**2)
   40 N(I)=N(I)+1
      GO TO 25
   50 DO 60 I=1,2
      WRITE(6,3) I
    3 FORMAT(1H1,36X,14HINSTRUMENT NO.,13///5X,12HQUESTION NO.,6X,
      12HSX,8X,2HSY,7X,3HSSX,7X,3HSSY,6X,5HDIFFM,6X,3HSDM,7X,3HTEA///)
      AN(I)=N(I)
      DO 70 J=1,12
      AVGX(I,J)=SX(I,J)/AN(I)
      AVGY(I,J)=SY(I,J)/AN(I)
      DIFFM(I,J)=AVGX(I,J)-AVGY(I,J)
      SVAR(I,J)=(SSX(I,J)-(SX(I,J)**2/AN(I)))/(AN(I)-1.)
      YVAR(I,J)=(SSY(I,J)-(SY(I,J)**2/AN(I)))/(AN(I)-1.)
      SXVAR(I,J)=(XVAR(I,J))/AN(I)
      SYVAR(I,J)=(YVAR(I,J))/AN(I)
      SDM(I,J)=SQRT((SXVAR(I,J)+SYVAR(I,J)))
      TEA(I,J)=DIFFM(I,J)/(SDM(I,J))
   70 WRITE(6,2)J,SX(I,J),SY(I,J),SVAR(I,J),YVAR(I,J),DIFFM(I,J),
      ISDM(I,J),TEA(I,J)
    2 FORMAT(8X,12,6X,4F10.2,F10.3,2F10.2)
   60 CONTINUE
      STOP
      END
```

where:

X = counter-role (adms. or SBP)
Y = focal role (vocational teachers)
SX = sum of X
SY = sum of Y
SSX = sum of the X squares
SSY = sum of the Y squares
AVGX = mean of X
AVGY = mean of Y
XVAR = variance of X
YVAR = variance of Y
SDM = standard deviation of the difference of means
TEA = t value

OE 6000 (REV. 9-66)

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION

ERIC REPORT RESUME

(TOP)

ERIC ACCESSION NO.

CLEARINGHOUSE ACCESSION NUMBER

RESUME DATE 07-15-68 | P.A. | T.A.

IS DOCUMENT COPYRIGHTED? YES ☐ NO ☒

ERIC REPRODUCTION RELEASE? YES ☒ NO ☐

TITLE

An Empirical Analysis of Role Conflict and Multiple Allegiance
Among Selected Vocational Teachers in Oklahoma.
Final Report

PERSONAL AUTHOR(S)

Kaiser, Charles H.

INSTITUTION (SOURCE)

Oklahoma State University, Stillwater, Oklahoma, Research Foundation

SOURCE CODE

REPORT/SERIES NO.

OTHER SOURCE

SOURCE CODE

OTHER REPORT NO.

OTHER SOURCE

SOURCE CODE

OTHER REPORT NO.

PUB'L. DATE 15-July 68

CONTRACT/GRANT NUMBER OEG-1-7-0700-4570

PAGINATION, ETC.

156

RETRIEVAL TERMS

Vocational Teachers	Multiple Allegiance of; Role of; Potential Role Conflict of; Actual Role Conflict of; Bureaucratic Milieu of; Legitimacy Ascribed by; Job Satisfaction.
Utilization of Role Analysis	Methodology for studying cognitions regarding teacher role behavior.
Bureaucracy	Hierarchy of; Implications of Multiple Allegiance for.

IDENTIFIERS

ABSTRACT

Concepts from the general field of role theory were employed to: (1) identify and define substantive areas of interaction between vocational education teachers and two legitimate counter-roles; specifically, State Board for Vocational Educatio personnel and local school administrators; (2) identify potential role conflicts arising from these interactions; (3) investigate vocational teachers' perception of role conflicts; and (4) determine the effect of perceived role conflict on teacher job satisfaction. The investigation originated from the premise that members of bureaucratic organizations recognize numerous spheres of authority in addition to, or in lieu of, a single supervisory position as indicated by the familiar formal organization blueprint. Thus, the classical model of bureaucracy which stresses a hierarchical chain of command may be insufficient to describe modern complex organizations. Non parametric statistics were used to analyze material secured from a series of questionnaires administered to forty vocational education teachers, forty school administrators and ten members of the State Department for Vocational Education.

Results of the study indicate that (1) vocational teachers ascribe legitimacy to two counter-roles; (2) counter-roles often hold disparate cognitions concerning vocational teacher behavior; (3) vocational teachers' perception of role conflict often exceeds that which exists between counter-roles; and (4) except when perceive as severe, role conflict does not affect occupational satisfaction of vocational teachers. The findings lend support to the existence of multiple allegiance within bureaucratic organizations and implies a modification of classical tenets concernin the internal structure of modern bureaucracies.